

MAY 11 1942

RECREATION

— May 1942 —

PLAYGROUNDS



Speechcraft

in the

Playground Program

By Martha May Boyer

Some Novel Play Equipment

Barnum Returns—to the Playground

When the Schools Close for the Summer

Some Summer Playground Crafts in Indianapolis

By Norma Koster

Volume XXXVI, No. 2

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RECREATION

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War 1942

WE MUST move fast.

But we must think where we are going.

We are in the Army now.

We are under the Federal Government.

We must accept our assignments in our field.

No grouching.

No hanging back.

All out for Victory for freedom.

Service to neighborhood and community now becomes a major recreation leisure-time activity.

Can we gather clean paper, tin; can we help train mothers for home recreation; can we help in church recreation; can we gather books for men in camps?

Can we help the schools make model aircraft?

Can we help all boys nearing draft age to learn to swim in our swimming pools?

Can we plan our children's gardens in our recreation systems so that they will help?

Can we bring more young boys who are nearing draft age into our hiking clubs?

Is there gain in our recreation centers in having more of our boys learn about cooking simple food?

Can we make the rooms in our neighborhood centers available for all kinds of training classes for war volunteers?

Can we help all our people, old and young, to know well the words and music of the Star Spangled Banner and a few other songs?

Is there not need here and now for greater resourcefulness, creativeness, initiative, in adapting our playground work this coming summer?

If there be a shortage of rubber, of steel, of certain other equipment, do we not have much of other material in our homes and in our neighborhoods? Are there not many arts and crafts materials which we still have in plenty right about us on which we may try our skill with our hands? May we not have a stronger program of music, of drama?

May we not develop a much greater enjoyment of the beauties of nature on the part of the children? May not our children come to know the birds and much of wild life in a way they may not have had time for before?

Can we help our boys and girls and young people to carry back from the neighborhood center to their homes a deep feeling for their city and its government, and for their country?

Boys, girls, young people want definite practical service. What can you give them to do in their homes, their neighborhoods? And this without overlapping what anyone else is doing. Is there a chance for us on the playground to help certain of the young people to go out into the country to assist in harvesting certain crops when there is a shortage of labor?

Is it not possible this year for certain youngsters themselves to serve as volunteer assistants and can the children and we who work for them commandeer volunteers as never before?

Very much we are doing and will continue to do that is immediate, practical, definite, and that helps to win the war.

Howard Braucher

MAY, 1942

May



Photo by Donald L.

"To be able to create a story, to make it live during the moment of the telling, to arouse emotions—wonder, laughter, joy, amazement—this is the only goal a storyteller may have."—Ruth Sawyer in *The Way of the Storyteller*.

When Schools Close for the Summer— and the Exodus to the Playgrounds Begins!



By Gedge Harmon

Another year has passed and once more we take you on a tour of America's playgrounds. You will see little children happily at play in the sand box and in the swings. You will catch a glimpse of older boys and girls enjoying games, taking part in festivals and circuses, making things in craft shops. And you will see men and women, too, tired from their day's work, coming to the playground for relaxation. It is America at play.

Nature on Wheels

By NEAL MACDONALD

"LOOK AT THE LIZARD! It's got long toes and a tail like a dragon and it can run across the water without sinking!" The excited playground children crowded around the "nature man" to watch a little reptile eating insects from his hand. These boys and girls were learning things about nature they had never known before. They were discovering that this busy little lizard runs on its hind feet very much like a human, that a toad never drinks but absorbs water through its skin, that snakes are not wet and slimy!

As the young audience stood wide-eyed, the speaker brought out other members of his nature family—turtles, insects, stuffed birds, frogs, toads, and snakes. With each one he had some story to tell, some lesson to teach. Then after the last eager question was answered and the last frog tucked away, the nature man and his exhibit would move on to the next playground.

More than 3,600 children in Westchester County's playgrounds made the acquaintance of

the stuffed and living animals in this traveling nature exhibit sponsored by the Upstate New York Recreation Division of WPA. During the summer of 1941 the big sedan with its precious cargo visited fifty-four playgrounds and numbered 830 adults among its widespread audiences. The program proved to be one of the most popular features of the county playground schedule.

Whenever possible, live specimens were used and new ones were constantly added to the collection during the summer. Many of the exhibits were loaned by the New York Zoological Park in the Bronx, Bear Mt. Nature Museum, Mr. Charles Benedict of Ardsley, New York, and Mr. Fred Ackerman of White Plains, New York.

Specimens were kept in specially made cages and transported in a large sedan. The cages were carried in the rear of the car, with the trunk space used for mounted and box specimens.

Playgrounds were notified in advance when to expect the exhibit so that children and interested adults could plan to attend. When the big sedan drove up, the children helped the nature leader set up his boxes and cages on a large handcraft table. Then boys and girls settled themselves in a semi-circle on benches or on the ground, and when all

was quiet the playground director introduced the nature man.

At each session the speaker explained the importance of nature in our daily lives, its benefits as a recreation and as a tonic to the mind. He asked the group several "Do you know what" questions and told them a few "Believe it or not" amazes to create an immediate interest in the exhibit. Since everyone was anxious to see the snakes, these were kept until the last of the program.

First the stuffed birds were brought out and shown to the group. The audience learned many bird habits by answering such questions as—What bird makes absolutely no sound when it is flying? What bird lays its eggs in another bird's nest to avoid raising its own young? What bird hangs a shed snakeskin from its nest to frighten away its enemies?

Bird charts helped to illustrate the stories and the children were told where they could get colored bird and nature cards free.

The speaker stressed the value of bird conservation and told his young audience how to look for birds in fields and woods. The children handled the specimen nests very carefully, and after the lecture they were allowed to study the Audubon bird bulletin board with its colored pictures and photographs and information about bird and nature clubs.

The next stars in the show were the

Mr. MacDonald, who is associated with the Recreation Division of the Upstate WPA, conceived the idea of the exhibit described here and planned and executed it

turtles. Out of the cases came a wood turtle, two box turtles, a musk, snapping, painted, and spotted turtle. The boys and girls were warned not to touch the snapping turtle which is kept

in a separate cage to protect the other turtles from being nipped.

Each turtle was identified by differences in shell colors, shapes and size. Again the conservation value was pointed out and the children were urged never to harm turtles. Next came some interesting turtle stories. The audience was asked to guess the reason for some of the odd habits and strange shapes of these animals—Why does the box turtle have a hinged shell? Why is the shell so hard? Do all turtles live in water? What are the natural enemies of the turtle?

This last question created some fun when the children were told that they would find one of the turtle's worst enemies in a small cardboard box.

When a child opened the box and looked in, he saw his own reflection for a mirror had been glued in the bottom of the box.

The insects were then introduced as the most interesting and least understood of all animals. They are so small that people often pass by this most interesting chapter in nature. Again questions were asked and answered—Is a spider an insect? What insect buries the dead? What insect always walks backwards? Do

Reversing the process followed in Westchester County, the children of Wheeling, West Virginia, travel in buses to Oglebay Park where they make the acquaintance of birds and animals in their native habitat.



earthworms have eyes? What insect has ears on its front legs?

Live specimens of insects were exhibited in quart jars with cheesecloth tops: a locust borer beetle, praying mantis, spotted chafer beetles, sexton beetle, katydid, cricket, lubber grasshopper from Florida, caterpillar hunter beetle, grasshoppers, mud dauber wasp, earthworms, cockroach, an ant colony, a crab and garden spider and half a dozen caterpillars.

The audience was shown large specimen boxes of mounted butterflies and moths, and the construction of a mounting board was explained. Charts of life histories and enlarged pictures helped to demonstrate the habits of insects. The live specimens climbed on small branches stuck in the sand and were carefully observed through magnifying glasses placed over the tops of the jars.

The children especially enjoyed watching the insects eat. Sometimes there would be great excitement when an ant lion caught an ant in his funnel-shaped trap or when a mantis captured a grasshopper with a quick strike and devoured it. The boys and girls soon discovered that they need not go far from home to see new and curious things.

Reptiles were always the most amusing and entertaining exhibits in the show. First came lizards from many parts of the country. The audience learned that some lizards can escape danger by losing their tails and then growing new ones. Others camouflage themselves by changing the color of their skin to the color of the environment. A jar containing some wet moss, three red efts, and a marbled salamander was passed around and then came the prize lizard, the little basilisk which runs like a human.

Frogs and toads provided fun for the audience and food for the snakes. Most of them were collected by boys at the various playgrounds and usually the exhibit included leopard frogs, wood frogs, green bull frogs and common toads.

The baby alligator provided an excuse for explaining the differences between an alligator and a crocodile. Children at all the playgrounds became very fond of Stumpy, the little alligator who had lost his tail. They watched the leader turn him on his back and hypnotize him by rubbing his stomach from throat to tail. Stumpy always slept very soundly until awakened by a sudden tap on the stump that had been his tail.

In 1941 the Park Commission of Union County, New Jersey, enjoyed its most successful summer playground season, from the point of view of participation, since 1932. Fifteen playgrounds in communities throughout the county were conducted during July and August and parts of June and September.



Hardy hunters from the playgrounds of Union County "bring 'em back alive"!

The most exciting actors were the snakes. A little ribbon snake was introduced first so that the children would learn not to be afraid. The snake was carried around among the children by the speaker who pointed out its distinguishing marks and told of its habits and conservation value. Even the timid children finally ventured to hold the snake and were surprised to find that it wasn't slimy. Most of them had also been under the impression that all snakes are poisonous and that they sting with the tongue which constantly darts in and out, but these ideas were soon corrected.

Later the other snakes came out — two garter snakes and a litter of eighteen young ones, a milk snake, king snake, and black snake, a brown water snake, a puff adder, an indigo and a chicken snake. On several occasions the children saw a snake catch a toad for dinner.

Many fallacies about snakes were discredited and the audience learned that milk snakes

do not milk cows, that snakes do not necessarily live to sundown when killed, that they cannot break themselves into pieces and then grow back together again, and that there is no truth in the "hoop snake" story.

After the lesson about harmless snakes, the speaker produced a jar containing the preserved head of a poisonous fer de lance snake. This specimen distinctly showed the poison fangs and the location of the tongue. Then came a diamond back rattlesnake mounted in a coiled position and the skull of a rattlesnake showing the bone structure and fangs. The treatment for poison snake bite was explained and the difference between the bite of poisonous and non-poisonous snakes pointed out. This was especially interesting to adult groups.

After the talk the children filed up to the table to examine the specimens. With the adults they played the nature electric game of correctly matching animal names and habits with colored pictures. The response to this type of nature learning was immediate and satisfying.

On some of the playgrounds the children held a turtle race. Each chose a turtle and placed it in the center of a ten foot circle. A small turtle from the five and dime store was given as a prize to the child whose entry first crossed the line.

The care of a nature exhibit during its summer on tour is important and exacting. Live specimens must be fed and watered at intervals during the week and proper food must be provided for each one. Most of the animals need at least an hour of sunshine a day, and the location where they are kept should be carefully selected.

From the response given the nature exhibit in Westchester County it is evident that this type of recreation should be stressed more and more in our community recreation programs. Adults as well as children will be amazed to learn that they need not go beyond their own backyards to study nature.

With the Union County Park Commission

WOODWORK, leather craft, beadwork, and basketry proved to be the most popular hand-craft activities last summer on the playgrounds

Last year the Raleigh, North Carolina, Park and Recreation Commission, according to Miss Mamie Jordan, Supervisor of Playgrounds, conducted a playground at the State Fair. The main purpose was to furnish a resting place for parents with small children and to provide play activities for the children. Play equipment made in the Department's workshop was installed under tents near the main entrance to the grounds. Benches were provided here and around the edge of the playground. A recreation leader was in charge from 10 A. M. to 6:30 P. M. Approximately 52,000 children and adults used the facilities.

conducted by the Union County, New Jersey, Park Commission. Clay modeling, sewing and knitting, crepe paper and newspaper work followed close behind these leaders. Some of the articles made by boys and girls included model airplanes, puppets, door stops, ring-nose pig games, birdhouses, dolls, macaroni and other types of beads,

clay masks, handles for bags, napkin holders, wall plaques, jigsaw puzzles, leather purses and bill-folds, belts, aprons, table scarves, book ends, tie racks, towel holders, monogram pins, baskets, beach sandals, bracelets, checker games, and vases made of painted glass jars.

The games and contests which met with highest favor included in the order of popularity baseball and softball, horseshoe pitching, paddle tennis, tether ball, bocce, shuffleboard, jackstones, washers, volleyball, checkers, dodge ball, jackknife, basketball, foul shooting, and ring tennis. Quiet games and activities which were leaders in popularity were spud, anagrams, humbug, charades, storytelling hour, bingo, black magic, and ghost.

Among the outstanding special activities were the Joseph Lee Day celebrations, doll shows, baby parades, pet shows, "unalive" pet shows, pie and watermelon eating contests, treasure hunts, hobby shows, hat parades, Mardi gras, Knot Hole Gang Days, field meets, movies, amateur nights, community sings, the publication of playground newspapers, balloon races, scavenger hunts, salmagundi parties, swing band sessions, circuses, puppet shows, flag recognition contests, quiz contests, music memory contests, folk dancing festivals, handcraft exhibits, nature study programs, and final night pageants.

Clubs aroused much interest in last summer's program. Outstanding among them were athletic, press and safety patrol groups, and clubs in drama, nature activities, sewing, folk dancing, poster making, harmonica playing, and woodworking. Clean-up squads, too, were popular.

New activities and contests introduced into the 1941 program included lassoing contests, broom balancing, horse and rider, animal basketball, broom polo, bombardier contests, hit the chips, nine men mill, fox hunts, parachutes and skee ball. These activities were effective in adding new interest to the playground program.

Around the Clock on a City Playground

By MARION STOLL SCHRECK

PLAYGROUND ACTIVITIES in Louisville, Kentucky, went "into the big top" for three days last summer during the annual exhibition of the Recreation Division. In and around an immense tent set up in a park facing the city's main street, five hundred children and adults from neighborhood playgrounds demonstrated the summer play program for local citizens.

The tent and near-by sports area transformed Lincoln Park into a compact model playground where unrehearsed groups played games, worked at handcraft and told stories from nine in the morning until nine at night. Family groups from many parts of the city, housewives on shopping tours, and even business men and store clerks out for lunch visited the big tent, many of them to discover for the first time what goes on "around the clock" at the summer playgrounds.

Near the tent, which faced Fourth Street, a giant clock with movable hands announced the program from hour to hour and listed coming attractions. Inside the canvas walls tall panels depicted children, young people and adults at play. Around the arena small platforms, puppet theaters, game and handcraft tables set the stage for the regular activities, while the center was left clear for featured game and dance groups.

Outside a large yard had been improvised for use as a sports area with a volleyball court, jumping pit, paddle tennis court, goal-hi and accuracy pitching target set up for demonstration games.

Promptly at nine o'clock on July 16th, the service,

Miss Schreck, who is Assistant Superintendent, Division of Recreation, Louisville, Kentucky, tells how a playground demonstration, staged in a huge tent, made it possible for the citizens of Louisville to have a picture of what goes on "around the clock" at the summer playgrounds.

bureau in the big tent opened and the program demonstration was under way. In one corner a group of young craftsmen were already busy cutting and pasting and carving. Behind their table, shelves of craft articles made in playground classes gave the booth a professional air. At one of the miniature theaters several girls were setting the stage for a marionette show, while a boys' rhythm band tuned up for its 9:30 performance. Early visitors were already crowding around the games table, and others would soon be eavesdropping in the storytelling corner.

And thus the day went—one program after another in a many-ringed circus of activity. Bubble blowers, rope jumpers and game players competed for the attention of the visitors. At mid-afternoon a band of playground thespians held the center of the stage; in the evening the big top resounded with specialty music numbers and rounds of community singing, with everyone joining.



Courtesy Division of Recreation, Louisville, Kentucky

Outside the canvas play center a constant volley of excited cheers accompanied the day's program of games and sports. Paddle tennis, volleyball and goal-hi courts were kept busy until dark. In the jumping pits playground boys practiced the broad and high jump, while others lined up with some of the braver spectators at the accuracy pitching target. Hard fought baseball and softball games climaxed the first day's program.

For three days the tent and yard hummed with activity. The second day featured a first aid demonstration, radio broadcast, folk dance session, and doll buggy parade. A play, progressive game party, and picnic events brought the third day to a close.

More than seventy-five hundred people filed through the tent or stopped to watch the sports activities in the yard during the three day exhibit. Some of the visitors joined in the games and crafts, others came only to watch. But so enthusiastic was the reception by Louisville's citizens that playground leaders of the Recreation Division are planning a much more extensive program for the 1942 "around the clock" demonstration.

The National Recreation Association is urging the importance for communities everywhere of such Learn-to-Swim campaigns as Newark is conducting. "Isn't this year a particularly good year for a Learn-to-Swim campaign in every local recreation system?" the Association asks. "Shouldn't every man who is likely to be called up under the draft know how to swim and swim well? And shouldn't each one know some of the basic life saving techniques?" These are timely questions. How will your city answer them?

Some Timely Activities

By ERNEST H. SEIBERT
Supervisor of Recreation
Newark Board of Education

FOR MANY SUMMERS Newark, New Jersey, has conducted a Learn-to-Swim campaign. Originally it was directed by the Y.M.C.A. in cooperation with the Department of Public Works, under whose auspices the two indoor pools were maintained. A few years ago, because of its community-wide scope, the Y.M.C.A. and the Newark Recreation Department agreed that the Learn-to-Swim campaign should be a function of the Recreation Department. With the concurrence of Dr. Rolfe, Superintendent of Schools, the activity was incorporated in the summer program of the Recreation Department. A budget was provided by the Board of Education, and qualified men and women recreation teachers from the Department were employed in the morning as swimming teachers.

The American Red Cross cooperated with the Department, and courses covering instructor and water safety certificates were held. A number of teachers had previously qualified. About twenty-five additional teachers passed the test and from this group twenty were selected.

From the beginning the campaign has been successfully conducted for six weeks during July and August. Last summer, with the opening of four large outdoor pools, the campaign lost some of its effectiveness. However, with the increased stress on the importance of knowing how to swim because of war conditions, it is expected that there will be increased interest this year.

In preparing for the campaign, an announcement is sent early in June by the Superintendent of Schools to all schools, public and private, as well as to youth service organizations. This letter announces the campaign and urges that the matter be brought to the attention of pupils. Printed entry blanks, sent to the schools, are taken home and filled out by parents. After collection at each school, they are sent to the headquarters of the Recreation Department.

The blank which is sent to parents for their signatures reads as follows:

Please detach and fill in this application and return to your Principal on or before June 23rd. The Recreation Department will notify you when and where to appear for instructions.

NAME..... AGE
Please print full name

ADDRESS CITY

BOY OR GIRL.....SCHOOL.....

My child has my permission to take part in the "Learn-to-Swim Campaign" and I assume full responsibility for his or her doing so and I hereby agree to indemnify and save harmless the school, the teacher, the Board of Education and the City of Newark from any and all liability arising out of any accident as a result of said activity.

PARENT'S SIGNATURE.....

Playground Luncheons

One of the new activities undertaken by the Recreation Department, a carry-over from the school luncheon project sponsored by the Board of Education in cooperation with the WPA and the Surplus Food Commodity Division, has been the serving of food to playground children. Qualified workers from the WPA were assigned to

prepare and distribute the food (hot luncheons and cold items such as fresh fruits, nuts, dried and canned fruits) in the school kitchen. The project was supervised by the playground staff as part of the playground program.

Staff members at the playgrounds in congested areas where the program was carried on have reported favorably on the response from the children. In almost all cases a noticeable increase in weight has been evidenced. Groups of from one hundred to two hundred children have profited by this service.

First Aid Instruction

Another timely activity on the Newark playgrounds is an instructor's first aid course conducted in cooperation with the American Red Cross, as a result of which thirty-one teachers in the Recreation Department's staff of eighty were qualified to teach the many groups asking for instruction. Facilities of the recreation centers are being used, and more than 3,000 adults have received their Red Cross first aid certificates. Almost every week additional classes are being formed. In one recreation center alone there are nine first aid classes with a teacher assigned to each from the qualified list. This activity comes under the supervision of the recreation teachers assigned to the playgrounds.

"An American Panorama"

By GENEVIEVE L. BRAUN

LAST SUMMER the Recreation Department of Racine, Wisconsin, presented a type of pageant which may be given with a minimum of properties and by any number of children, and with acts and script possible of variation to suit the particular situation and occasion. As it was presented in Racine, many of the acts of "An American Panorama," were dances, taught by a leader who visited eight of the playgrounds regularly. Children whose home playgrounds were not visited by this worker were given the opportunity of attending lessons at some other playground or of participating in another part of the performance. Many of the dances

"An American Panorama," the pageant climaxing the 1941 playground season in Racine, Wisconsin, portrayed the visits of a group of playground children on a good will tour of North and South America. Developed from ideas contributed by members of the playground staff, the pageant helped carry out the general theme emphasized on all playgrounds during the summer—that of promoting American ideals and activities. Miss Braun of the Racine Recreation Department, who tells the story, is a member of the staff of the Department of Physical Education for Women, University of Minnesota.

were taught at several playgrounds, the children then combining their efforts at the final performance. This simplified the costume problem since girls of the same height could be grouped together.

Dancing classes were held during the entire eight weeks of the season, and children were required to be present at a minimum

number of practices before being allowed to participate in the pageant. Other acts not involving dancing were under the supervision of various play leaders who scheduled practices at their own discretion.

The pageant was held at one of the largest playgrounds of the city. On the day before the performance, play leaders brought their groups to this place for the one and only complete rehearsal. Children gathered in the gymnasium of the community center building on the playground, and this served as a dressing room. Signs were placed at the spaces where children in the various acts were to meet. Once there, the play leader sent her charges to their groups and then supervised all the children of one particular act for the entire show. Thus, everyone knew where to go, and each play leader had a specific job.

The stage was a grassy area 150 feet long and 100 feet wide, well defined by ropes and illuminated by lights from surrounding baseball diamonds. While this may seem rather large for a stage, previous experience showed that an audience as large as 4,000 people could not be adequately handled around a smaller space. Bleacher seats for 3,000 people surrounded two sides of the stage, while the remaining audience sat on the grass or stood on the third side.

The backdrop, a canvas fifty feet long and ten feet high, showed a panoramic view of several of the American scenes later portrayed in the pageant. Performers sat on low benches in front of this scenery during the complete show. Since this enabled each of the two hundred actors to see everything, everyone was satisfied and no problems of discipline arose.

All costumes were provided by the Recreation Department. For several years this department has been building a supply of costumes, each year adding a few more. Thus, many of the old

costumes were used and some new ones were made by NYA and WPA workers. The costumes worn in this pageant may easily be made of either crepe paper or cloth, and can be designed to fit the size of the budget.

Music was provided by a small orchestra aided by a good amplifying system. This was also used in reading the script which provided the necessary continuity during the performance.

It may be emphasized that any number of children may participate in each act, the larger the number, the more effective the act. Solo acts are not good, and very often they are not representative of things learned on the playground. Duplication of children in two or more acts should not be allowed.

The Pageant Program

After the introduction, the travelers appeared in short yellow dresses with tams to match. Since this was a tap dance, and the stage a grassy surface, they carried small wooden boxes as suitcases and danced on them. The bears danced in brown and white suits, leftovers from a previous playground circus. Eskimo costumes were white, complete with parka hoods and mittens. (Snow suits could be substituted.)

The starlets' act was a simple dance involving thirty small performers aged five to seven. Their costumes consisted of halter tops and ruffled skirts made of crepe paper. A band with a silver star on it was worn around the head.

The cowboy act was worked out entirely by a group of boys on one playground, who were supplied with wooden stick horses and large hats, but provided their own costumes. The scene involved songs around a campfire, followed by a mock battle with cattle rustlers.

The Indian and Spanish dances were typical, the Indians with tom-toms, and the Spanish with tambourines. The bull fight which followed was worked out by a group of boys.

The New Orleans Mardi gras provided a setting for several miscellaneous acts. In the parade, the king and queen were carried by ten boys on a platform made from a ping-pong table top. Large masks similar to those of the dwarfs from Snow White were worn by seven of the boys. Clowns added comedy to the parade with their antics. Since stilt walking was a popular playground activity, twenty children dressed in red, white and blue walked in the parade on stilts wound with crepe paper of the same colors.

Immediately after the parade the clowns did their tumbling act on mats which were easily carried on and off the stage.

The polka dancers comprised the largest single groups, being nearly forty in number. Though the dance was simple, the formations and varicolored peasant dresses made it interesting.

The Roman ladder act included both girls and boys, and was supervised by a play leader who was an expert in this type of work. The ballet and scarf dance done by girls in traditional ballet dresses climaxed the Mardi gras portion of the program.

Since the sailors and cotton-pickers required a wooden floor, nine ping-pong table tops were carried on the stage by assisting boys. The minuet dancers performed behind this part of the stage.

Baton twirling, a fad among school children at this time, provided a spectacular climax to the show. While these children were performing, all other people in the pageant slowly walked out behind them for the final song in which the audience also participated.

Championship Day

By GEORGE A. FAIRHEAD
Superintendent of Recreation
Danville, Illinois

IN MAKING THE PLANS for last summer's playground program, it was decided to keep to a minimum the number of activities calling for competition between different playgrounds. The reasons for this decision were the dangers involved in children's traveling; the absence of leaders from their playgrounds, leaving too many children without guidance; the neglect of regular playground activities in order to prepare for the interplayground events; and, finally, the advantages involved in conducting the same competitive events on each playground with a larger total of participation.

It was decided to concentrate on a Championship Day and to make this the outstanding day of the summer. The event was scheduled near the end of the season to permit plenty of time for practicing the various events. It was also thought that such a plan would result in maintaining interest throughout the season. Playground leaders were encouraged to plan a picnic on that day to eliminate travel at noon and to give greater oppor-

tunity for children from all grounds to renew old friendships and make new acquaintances.

The winners of events on this day were to be officially recognized as city champions for the year and to receive a ribbon to the effect if they placed first, second, or third. The events for boys and girls up to thirteen years of age were croquet, paddle tennis, tether ball, dart throwing, and bean bag throwing. The events for boys and girls thirteen through sixteen years included paddle tennis, tether ball, table tennis, archery, horseshoes (boys), and croquet (girls). These events were concluded by three o'clock in the afternoon, and the balance of the day was given over to special events and events for the champions of various playgrounds.

One of these was the storytelling contest which brought together the various playground champions of a similar contest held at each location. The rules for both playground and Championship Day contests were as follows:

There was one age group with both boys and girls eligible. No story could be over ten minutes in length. Contestants were permitted to use any materials they desired for illustration, emphasis, and showmanship. They were judged in the following manner: voice, 25 points; interest, 50 points; presentation and costume, 25 points.

Another event in this group was the sand modeling contest for the champion and runner-up of each playground. The sand around the wading pool was used for this event, and each child had approximately 100 square feet of space. The sand was all prepared for use ahead of time. Rules for both playground and Championship Day contests were as follows: There was just one age classification including boys and girls. The contestants might model anything they desired and they could use tools, equipment, and

other articles for looks and ease of modeling. The maximum time allotted was two hours. Judging was on the following basis: difficulty of design (characteristics expressed, proportion, and action), 50 points; craftsmanship (attention to detail), 25 points; neatness, 15 points; implements used, 10 points.

From the craft department of the various playgrounds the following items were entered in the exhibit and judged on design, workmanship, and originality: two lanterns from their lantern parade, and two articles from each of the following — tin craft, leather craft, woodcraft, cloth craft, and glass.

Championship Day in 1941 was a huge success not only from the standpoint of participation on that day, but as a factor in keeping up enthusiasm throughout the summer and enabling the leaders to promote and conduct more activities on their home playgrounds instead of spending time on a number of interplayground competitions.

An Adventure in Nature Lore

By TELURA SWIM

Superintendent
Recreation Department
Piedmont, California

ONCE UPON A TIME there was a small recreation department which had large ambitions, high ideals and recreation neighbors older in years and experience and with greater resources on

A storytelling contest was one of the special events in Danville's popular Championship Day program



which to call. This situation constituted a real challenge to the new recreation "infant" to develop a program which would meet the needs of the community and be a unique contribution.

Since the department was serving a community where appreciation of the fine arts was high, the plan was conceived of stressing handcraft, nature lore, dramatics, and pageantry. All these activities over a period of years have developed into an outstanding program for so small a department. The popularity of the May Festival, for example, has made it traditional, and an eagerly anticipated event.

In the beginning nature lore was an uncertain adventure. With the department limited in the number of its leaders, the question of why, where and how seemed to present unsurmountable obstacles. Why should the playground be left to serve small groups outside? Where could the children go to find material, and how could they proceed with so few facilities?

Wildwood playground adjacent to beautiful Piedmont Park proved to be the solution. The first trips were taken to the park on Saturday afternoons under the supervision of the Wildwood leader. Collections were made and brought to the playground where the mounting of leaves and the making of spatter prints and nature books aroused the interest of other children. Then the groups grew in numbers and interest.

The next step involved all-day hikes with picnic lunches. These groups were composed of both boys and girls.

After a hiking season of experimentation and increasing enjoyment, someone suggested staying overnight. The regional parks were being developed in the Berkeley Hills. They seemed to offer the logical camping site. Then our present camping system came into being.

These first camps were nature camps only and were organized on separate dates for boys and for girls. The maximum number allowed to a camp was twenty-five, under three leaders, men for boys and women for girls, with a long-suffering father added to the girls' camps for physical safety in the lonely wilds.

The camps were primitive; bed rolls and open fires were the sole luxuries. The first was a girls' trip and a humorous and gayly illustrated log was kept from which the following excerpts were taken.

From the nature lore activities sponsored by the Piedmont Recreation Department has grown one of the most unique camps in the recreation field.

"The Tale of the Gypsy Trail"

"The chosen camp site seemed welcome after the long journey and lunch was quickly devoured, after which occurred an afternoon of exploring and discovery, resulting in the capture of two salamanders. These lizards were immediately crowned mascots of the camp.

"Just as the sun must rise, so the night must fall: and it did in all its glory. Never had the moon shone brighter nor more mellow; never had the eventide seemed more peaceful. Life was truly worth living. Hilarious laughter and joyous songs rang from the congenial campfire gathering. Topped with a generous watermelon feed and marshmallows, the program was completed and everyone prepared for bed.

"True to tradition sleep did not reign for a long time. When it did a few of the more observant noticed a slight fog gathering overhead and a complete disappearance of nature's light bulb. Without warning, the almighty heavens opened up as if letting forth a century of pent up anger and thrust a bolt of lightning at us in sheer impudence. Simultaneously thunder and rain presented themselves without discretion.

"Shelter being immediately necessary, two members of the party broke the latch of a near-by storage hut with the cooperative efforts of the frying pan handle, hatchet and muscle, staging the rescue of six small cherubs and their damp blankets."

This is a fragmentary picture of our early beginnings in nature camping. As the years pass, the nature work and camps grow in interest and expanded programs. Camps still stress nature lore, but divide interest with swimming and athletics, stunts and dramatics. They are still primitive, well organized and supervised, and are shifting in location.

The best balanced meals by nutrition experts are served for the least cost on record. The transportation is furnished by parents; the supplies are carried by city trucks. The time limit has been extended from one night to three days and two nights; the distance from five and six miles to thirty-five and forty miles, and the number limit for groups is forty-five.

Mohomet and a Playground

By **PATRICK A. TORK**
 Superintendent of Playgrounds
 Fairmont, West Virginia

DURING MOST of last summer we conducted a search for a more effective way than we had yet discovered of bringing the people of our city into closer contact with the playground program and of giving them a more comprehensive picture of its true scope and activities. During this period we recalled the ancient saying, "If the mountain will not come to Mohomet, Mohomet must go to the mountain," and out of this came an idea of building a complete playground on the courthouse lawn in the heart of our city.

We first approached the commissioners of the Marion County Court for permission to place the playground on the lawn. We told them that if contributions for our playground program were to be made to the Community Chest, through which the playgrounds are financed, the movement in Fairmont must be "sold" each year to the general public. Court members listened attentively as we explained further that many hundreds of our citizens had probably never seen a playground and knew very little of its operation. At the end of our presentation the Court voiced its approval and we set about the task of making our idea a reality.

Our Demonstration Playground

Saturday, August 16th, was the day selected for the demonstration. This particular day was pay day for the industries of the county and city, and as large crowds were in town all day long many had the opportunity of seeing the playground and the children in action.

The courthouse is situated in the heart of the business district at the intersection of the town's two busiest streets, Adams and Jefferson. The lawn is bordered by Adams Street on the left and Jefferson Street on the right. It has a small fence around it about waist high, making it ideal for a show place.

On Friday evening the following facilities, equipment, and apparatus were installed: a twelve foot slide, two swing units, a volleyball court, a badminton court, a horseshoe court, one see-saw unit, two tether units, one sand box, a ring toss board, and a toss ball set. A shuffleboard court

was laid out just outside the lawn areas on the sidewalk, and croquet was played in the space between the badminton court and the fence. Handcraft and quiet game tables were placed near the fence, and a display of completed handcraft items was set up on the grass near by. Most of the equipment and apparatus used for the exhibition was made by workers of the Playground Association.

A regular program of playground activities was conducted from 9:00 A. M. Saturday

until 8:30 P. M. All of the city playground workers served in their regular capacities during designated periods. The play-

grounds were organized in groups of twos, and each group had charge of the program for a two hour period. The children were brought in from the regular playgrounds for their scheduled play period on the courthouse lawn. The schedule for the playgrounds was as follows:

Morris Park and State Street playgrounds, 10:00 A. M. until 12:00 noon; Dunbar and Brickyard, Negro playgrounds, 12:00 until 2:00; Fleming and East Hi playgrounds, 2:00 until 4:00; Shaw and Speedway playgrounds, 4:00 until 6:00; Miller and Barnes, 6:00 until 8:30 P. M.

The program of activities consisted of swinging, sliding, see-sawing, badminton, volleyball, tether



Senator Rosier, President of the Fairmont Playground Association, takes a hand in the demonstration

tennis, shuffleboard, toss ball, ring toss, horseshoes; table games of checkers, dominoes, Chinese checkers, jacks, and others. A table was conveniently arranged showing children at work on handcraft projects under the leadership of the instructor. On cards near-by were displayed completed craft objects consisting of model planes, needlework, sponge rubber, wood, leather, and various other types. As a featured part of each group's activity, a fifteen minute program of entertainment was provided consisting of singing, stunts, music, and acrobatics. This was enthusiastically received by the large audience that looked on.

Many new games were demonstrated which were unfamiliar to the public. One prominent attorney, after watching the children play badminton, asked where he might get a set for himself. Several adults were moved to participate in the various activities in spite of the fact that they were for children. Among the older checker players who took part were a number of men ranging in age from fifty-five to eighty years.

We were gratified to find that the children played with little regard for the fact that they were constantly being watched. Their enjoyment was complete and their participation free from restraint and self-consciousness. Several children on the sidewalks who inquired whether there was any charge for playing were cordially invited to take part. A number of mothers brought their children into the playground and watched them play. Others left their children and returned for them later.

Many favorable comments were offered by county and city officials, representatives of private agencies, and other citizens.

National Ballads in Song and Story

By RUTH SWEZEY

Executive Director

Playground and Recreation Association
of Wyoming Valley, Pa.

THREE THOUSAND CHILDREN took part in the pageant which climaxed the 1941 playground program in Wilkes-Barre, Pa.—a program which

Wilkes-Barre's playground pageant, which was based on stories of our national ballads, was simple but effective. Any number of children may take part in it, and it lends itself really to adaptation. The reader's part was arranged from C. A. Brown's "The Story of Our National Ballads" by Miss Ruth Swezey, who states that the arrangement may be secured from the Playground and Recreation Association of Wyoming Valley, Wilkes-Barre, Pennsylvania, for the cost of mimeographing the script.

had proved particularly colorful and patriotic in theme.

The pageant was based on the book, *The Story of Our National Ballads*, by C. A. Brown and permission was given by the publisher, Thomas Y. Crowell Company, to use any part of the script of the book.

The ballads told of the historical development of our country, beginning with "Yankee Doodle," the war song of the Revolution. As the reader told the story of each ballad over the microphone, the children, of whom there were 150 in each group, came forward to the strains of the music of the ballad in costumes appropriate to the period. The "Yankee Doodle" episode was headed by a group representing the Spirit of '76. The verses were sung by one voice over the microphone, the children joining in the chorus with gestures. A dance to "Yankee Doodle" followed.

When the National Anthem was played by the band, everyone stood at attention and a large flag, the flag with the fifteen stars and stripes which flew over Fort McHenry in the War of 1812, was carried down the field in a horizontal position with the children surrounding it. This proved very effective.

"Home, Sweet Home," the greatest of peace songs, was particularly well adapted to pageantry. The reader told the story. When the band on the northern bank had played the "Star-Spangled Banner," "Hail Columbia" or some other national air, the boys in blue cheered lustily, and when the band on the southern bank played "Dixie," "Bonnie Blue Flag" or some other southern melody, the boys in gray signified their appreciation with the old Confederate yell. But when taps were sounded, one of the bands struck up the notes of "Home, Sweet Home." There was a moment of silence and then the other band took up the strain which swelled into one great anthem.

Some of the other tunes used were "Marching Through Georgia" to which the children did a square dance. Roosevelt's Rough Riders held the attention of the audience when "A Hot Time in the Old Town" was played.

"The Yanks Are Coming" ushered in the spirit of the first World War. Then came "God Bless

(Continued on page 112)

Somersaults and circuses! There's
a combination that never fails to
suit the most fastidious taste!



Print by Gedge Harmon

The Circus Comes to the Playground

A Playground Circus in Wilmette

By DANIEL M. DAVIS

Director

Playground and Recreation Board

TWELVE HUNDRED residents of Wilmette, Illinois, enthusiastically applauded the playground circus which preceded by a week the final closing of the village's two playgrounds.

In planning the performance, it was decided that the main show would be the responsibility of one playground, while the other would take charge of the side shows and concession stand.

Materials used were inexpensive and simple. The children wore costumes of the "hand-me-down" or made-over variety, or inexpensive creations made by parents or by the children themselves with the help of staff members. The equipment, such as circus animals, ambulance, and a covered wagon, were constructed on the playgrounds. The children decorated their bicycles and wagons for the circus and the parade. Northwestern University provided the old tarpaulin which was used to conceal the side show.

Publicity was given the circus through the community's weekly and the distribution by the children of notices left at homes in the neighborhoods surrounding the playgrounds. On the day of the circus the playgrounds did their most effective advertising when circus performers paraded through various sections of the village.

All of the children registered at the playgrounds were invited to take part in the circus. The entire

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A Circus and Variety Show for Painesville

By STANLEY PRAGUE

Director of Recreation

Painesville, Ohio

RESIDENTS OF Painesville, Ohio, who chanced to be on Main Street in the early evening hours of August 8th last were astonished to see coming down the street behind a motorcycle escort a number of clowns and a wagon containing a bull, two elephants, and a skunk.

The second street parade of the Painesville Playground Circus was on the road! Four years ago the Recreation Department organized a show which attracted more than a thousand spectators. This was followed the next year by a second successful show. The third year the Department added a small circus number which was so popular that in 1941 half the program was made up of circus numbers.

Problems galore beset the promoters of the circus, but all were surmounted by the cooperation of individuals and groups.

First of all came the problem of a platform or stage. In former shows a small platform borrowed from the high school had been adequate, but with animals as performers it was a different story. A local builder, approached for the use of cement blocks, consented to loan some but asked remuneration for all blocks damaged. When we went to collect the blocks, he had ready for us a pile of good seconds with which he presented us.

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"Keep in Tune with the Times"

By THOMAS W. LANTZ
Superintendent of Public Recreation
City of Reading, Pennsylvania

IN DEVELOPING summer playground programs this year, recreation leaders have a real opportunity to "keep in tune with the times." Perhaps many of us will continue to have pet and doll shows and certainly we shall not eliminate softball and volleyball, but how can we enrich the program so that children will be learning activities which will be helpful in the war effort?

Every child should have a fairly good knowledge of first aid. Instead of teaching first aid to children in the usual manner, why not instruct them through the play method? For example, the use of the triangle bandage could be taught by having a relay race between two groups; how to drag an insensible man might well approximate the game of the human wheel barrow race.

To add glamour to your program, use the neighborhood fire company to teach boys, particularly between the ages of fourteen and nineteen years of age, how to connect a hose between a fire engine and a fire hydrant; how to extinguish incendiary bombs. Who knows when these boys may be called upon for this service?

By using the Athletic Badge Tests for Boys and Girls, you will surely be "keeping in tune with the times." Every boy ought to be physically efficient and every girl should have poise and control over her body. Whether the nation's health has been getting better or worse is still a controversial issue. An excerpt from the *New York Times Magazine*, February 22, 1942, states "Out of the first 2,000,000 young men who walked up to the selective service and army induction boards for examination, 900,000 walked away rejected for military service because of disease or physical defects. That statement alone should make us enthusiastic to better America's physical efficiency rating.

For every soldier at the front, eight men are needed behind the lines in industry; consequently it behooves us to teach the proper manipulation and respect for tools through our handcraft program. If practical, the traveling theater might

It is generally agreed that the summer playground program, as well as the community-wide recreation program, must be subject to some changes and adaptations to meet wartime conditions and demands. There will no doubt be some differences of opinion as to the extent and character of the changes. It is, however, a problem which all recreation workers are facing, and a free discussion of the subject is urged. Mr. Lantz has "started the ball rolling" in this article. Let us have your comments and suggestions.

well be converted into a traveling machine shop with a competent mechanic in charge. Knitting and sewing among girls should be stressed. Model airplane building will make the boys more airplane conscious. We should not neglect to exercise, through the handcraft program, an appreciation of the finer things in our everyday living which will contribute to a happier life.

The storytelling hour might well have a patriotic theme. Prepare a long list of stories

such as "The Rescue of Old Glory," "The Log Cabin Boy," and "Their Flag." Ask your public library to set aside story books so that they will always be on the reserved list for your leaders during the summer playground season. A city-wide storytelling contest might be held and the winners could repeat their stories over the radio.

Instead of the customary "end of the season" pageant, why not organize a patriotic parade, using the children who come to the playground, neighborhood associations, athletic leagues and other recreation groups? President Roosevelt has already said "we need more parades." You will be doing a good public relations job by showing the thousands of participants in your program and at the same time contributing to the morale of your community.

Dramatic stunts need not be eliminated. There are many good ones with a patriotic flavor, such as, "On the Eve of the Fourth," "America, We Love Thee," "Columbus Discovers America." *Good Times for All Times* by Nina B. Lamkin will be a helpful book in developing a Fourth of July program. On this holiday there is an opportunity to use much simple dramatics which will be in keeping with the times. Your public library will be useful to you in locating dramatic materials.

Because music helps to maintain morale, creates an atmosphere of sympathetic understanding, comradeship, accord and unity, it should have a very

(Continued on page 110)

Some Novel Play Equipment

By MARGUERITE ICKIS

THIS SUMMER at camps and at play centers everywhere physical fitness will be stressed throughout the program. The importance of this emphasis, made necessary by the war emergency, must not blind us, however, to the value of arts and crafts, music, drama, and similar activities.

It is true that many phases of the recreation program will be affected to some degree by war needs. Because of priorities it may be increasingly difficult to secure rubber balls and other athletic equipment in which rubber is used; certain supplies will be lacking for the arts and crafts program. This presents a real challenge to the play leader and camp director and calls upon all his resourcefulness in making adaptations and substitutions.

So why not direct the interest of the children into new fields? Here is one suggestion: There are novel pieces of equipment whose construction and use in new situations will stimulate the imagination of the children in devising activities which may result in developing new interests and skills. A few of them are described in the following pages:

A Three-Paneled Screen

One of the most useful pieces of equipment that can be devised is a three-paneled screen. (See Fig. 1.) It may be made in any size but each panel should always be one-half as wide as it is high. For instance, if you wish to make a screen six feet high each panel should be three feet wide. This will give it good balance for placing it in different positions.

To make the screen. Each panel is made from five pieces of

These suggestions are for play leaders in all fields of leisure-time activities who have the imagination to see that the war emergency demands adaptations in their program and a new crop of ideas! If you are a leader in a playground for little children or a recreation director at an institution; if you are a camp counselor or a club leader; if you are a mother whose backyard is the neighborhood gathering place; or if you are a part of any of the many services concerned with meeting recreational needs of groups of people, we believe that there is something here for you and your program!

wood together at the corners and in the middle. Otherwise fasten the battens to the stiles with glue and re-enforce them by adding a piece of three-ply veneer wood as shown in Fig. 2.

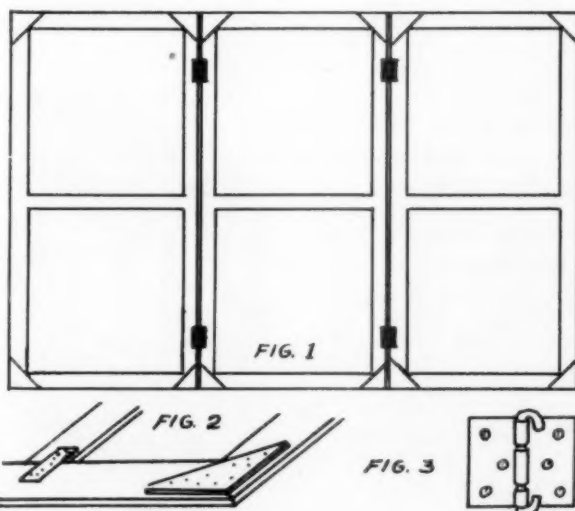
To enable you to take the screen apart and make it more flexible, the panels should be fastened together with the type of hinge that is held together at the center with a loose pin, as shown in Fig. 3. A large nail or piece of wire may be substituted for the pin if you wish to make your own hinge.

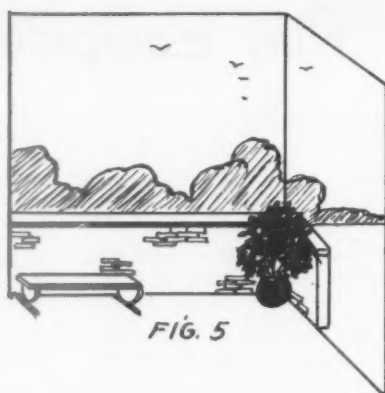
You may cover the screen with almost any material, but before making your selection you may wish to consider using corrugated cardboard as a base. It is inexpensive (you may secure it from packing boxes), light in weight, and the surface is smooth enough to be painted or covered with cloth. If no expense is involved you will be able

to cover the screen often.

Possible Uses for the Screen

Bulletin Board. When the screen is not needed for a special event, it makes an excellent bulletin board. If you have only a few notices to post, fold the two sides of the screen back and use the center panel for a small board. If you wish to use the entire screen for bulletin pur-





poses, the board will be more effective if you paint a border along the top and bottom or decorate it in some way. One advantage of using a screen for a bulletin board is that it can be easily moved from place to place.

Puppet Stage. By covering the frame (with the exception of the upper middle screen) with some gay material, it becomes a puppet stage. (Fig. 4.) If it is to be used for a real Punch and Judy show, cover it with a Roman striped material. A cloth curtain should be hung at the opening to screen the stage.

Drama Sets. If you are giving a play out of doors or in a room which has no stage, no matter how simple the play or skit may be a little scenery will add to the importance of the production. Just remember that sometimes suggestion is more effective than reality in the theater, and that simplicity lends more charm than studied effects. The screen will give you an opportunity to bring a portion of a garden wall to the stage for an outdoor setting—see Fig. 5—or a picture of a door or window will suggest a room scene. For this purpose the screen may be covered with wrapping paper fastened to the frame with thumb tacks. Scenes may be painted with tempera paint (the powdered paints are even cheaper) or they may be drawn in with pastel chalk or crayon. Make your designs and colors bold so they may be seen from a distance.

Bazaar Booths. With a little imagination and ingenuity the screen may be turned into a bazaar booth. This can be done in a number of ways. Figure 6 shows a novel way of adding a roof. If you do not want a roof, you may reverse the upper scallops to give it an interesting line along the top.

Room Decoration. The screen may also be used as a room decoration. If you have material that must be piled against the wall because of lack of

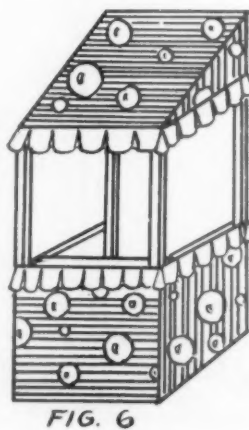
closet space place the screen in front of it and decorate it to blend with other furniture in the room. A screen will also give you an opportunity to supply an additional note to your color scheme, and it can be easily changed if you want to vary it according to the different seasons.

By folding back the two sides of the screen it is possible to attach a large silhouette of an animal, a figure dressed in a folk costume, or anything else that suggests a theme for your party. (See Fig. 7.) If you are charging admission to your function, the screen may be used as a change booth by cutting an opening somewhere near the center for use as a window by the person receiving the tickets.

An All-Purpose Cart

A cart such as the one shown in the illustration on the following page is simple to make, and if painted in bright colors will have a special appeal for the children. The cart merits new lumber for its construction, but if funds are not available for the purpose it can be built very inexpensively by utilizing scrap lumber found around the carpenter's shop and adding wheels such as are used on a child's wagon. In fact, if you want to make a temporary cart for only one season's use, the body of the cart may be made from a large wooden packing box of the same general shape, arranged so the open end becomes the cupboard. The box at the top and the shelves at the sides may be made from scrap lumber.

No attempt is made here to work out dimensions for the cart as the size will depend on the use you expect to make of it. If it is to be used for crafts, it should be the right height for the



craftsman who is working while seated at the table. If the cart is to be handled by children, keep the size to a minimum as you must allow for added weight after it is loaded with materials.

You will find the box arrangement at the top very serviceable, and the design can be easily changed according to the way it is to be utilized. For example, if the cart is to be used by craft groups, you may want to put glass doors on each side of the box to provide a show case for finished articles. A more utilitarian purpose for the box would be as a container for tools or small craft materials such as nails, screws, needles, thread and thimbles. The lids of the box should be hinged at the bottom so that the box can remain uncovered while the group is working at the table. A small canopy for the top will lend color to the cart and make possible its use on unshaded sections of the play area. Notice the four poles held in place by metal hooks along the side of the cart when it is not in use. (See Fig. 8.) To arrange for the canopy, drill four holes in each corner of the table top at an outward slant, taking care that the holes do not go all the way through the board. If the canopy poles fit into the table holes securely, they will stand without support and hold the cloth taut.

The body of the cart becomes a storage box by inserting shelves of three-ply fir and adding doors at both ends. A partition should be placed down the center of the cupboard, otherwise the shelves will be too deep for convenience. By adding a hinge and hasp on the doors at the center, it will be possible to use a padlock to lock up your material between sessions. (Fig. 9.)

Suggested Uses

Craft Table. Suggestions have already been offered for adapting the cart to the use of craft

groups. These groups should be encouraged to keep it in repair, decorate it between seasons, and be responsible for it when it is not in use by other groups. A canopy decorated with appliqued figures or designs stenciled on heavy muslin or canvas should be a popular project for any craftsman.

Traveling Puppet Show. Like the wandering entertainers of old, the puppeteers can load their puppets and stage properties in the cupboards underneath the cart and go to different parts of the camp or from street to street to present their shows. The box across the top makes an excellent opening for a stage, particularly if finger or hand puppets are used. If you have a curtain at the window and arrange the benches in front of it on one side of the cart, it will not take much imagination for the audience to realize that a show is about to begin.

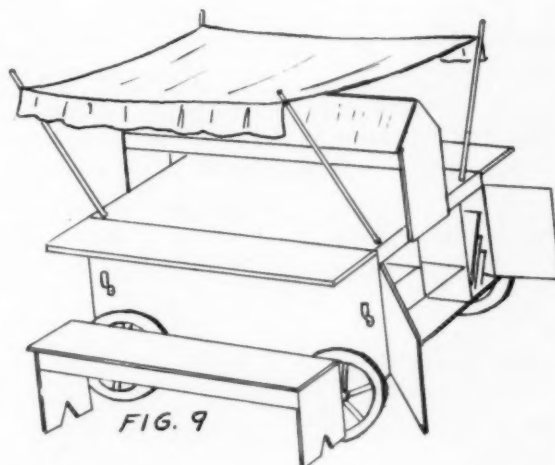
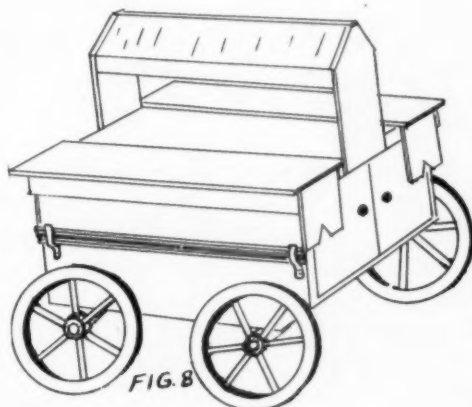
For Foods. If a group is planning to cook a meal out of doors, a cart should be very handy. All of the food can be stored in the cupboard underneath and the breakable things in the box at the top where they are easily packed. After the food has been cooked, the cart may become a serving table.

At Bazaars. The cart may also be used at bazaars or other special occasions for displaying foods and various articles

on sale. With a little imagination and resourcefulness it can be decorated to fit into any theme you have in mind for the day.

Combination Table and Settee

This piece of furniture will not only lend a gay note to a backyard or a play area, but it can be used a number of ways by very small children. Very little skill is required to draw up a working plan for this project, and even an amateur at handling tools should be able to fit the pieces together.

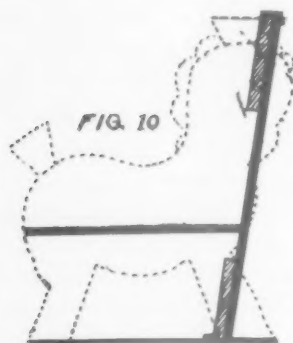


The main body is made from four large pieces of wood: the two hobby horses for the sides and two rectangular pieces—one for the top of the table and the other to be placed underneath about twelve inches from the ground.

Two shelves, six inches in width, are attached to each side of the table top by hinges. When the table is in use, they are held upright by swinging outward a small board from underneath. The table leaves must be raised to allow room for the children's knees while the table is in use.

The lower shelf is used for storing materials when the table is being used by craft groups, or if it is to be used as a lunch table the dishes may be placed there between courses. When the table is not in use, the leaves may be dropped to cover the shelf on each side, and by adding a padlock it is possible to lock up materials over night.

Another reason for adding the under shelf is that it makes it possible to convert the table into a settee should you need it for that purpose. By swinging the table top upward and to the back, it becomes a back rest and the shelf becomes a seat. The side shelves attached to the table



top will not interfere as one will fall down and remain flat along the top, while the other will fold up at the back. (See Fig. 10.) The principle involved is the same as that used in the making of the combination bench and table formerly used on farm porches and now sought after by the antique shops.

The table may be made in any size, but we might suggest that one 4' long, 18" wide and 18" high would be a convenient size for moving it about. The width of the side shelves should be kept to the mini-

mum if you are making a combination table and settee so they will not interfere when the table top is used in an upright position for a back rest.

You will find that five-ply fir is the most economical wood to use for the construction. Besides it comes in panels large enough to allow you to cut the various parts from a single piece of wood, thus saving the trouble of gluing the pieces together. If the ends are covered well with paint or varnish, it will not warp as readily as other woods if left out of doors.

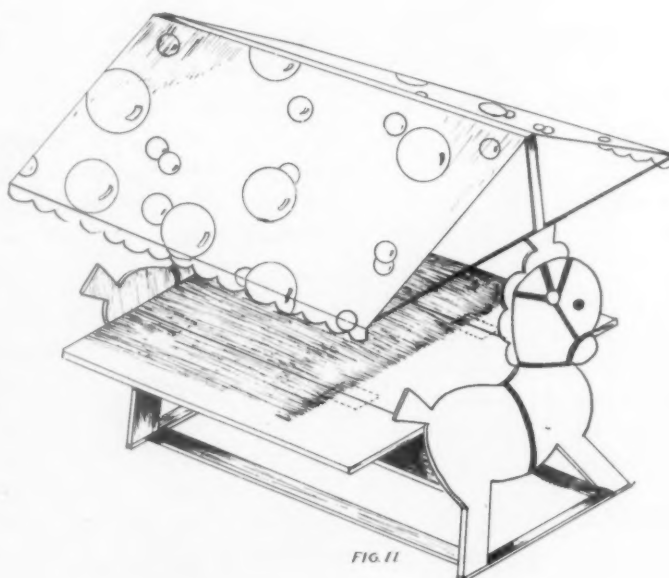
Since the features of the hobby horses will be more effective if painted on in different colors, you will want to use a quick drying enamel as a finish for the wood. The canopy may be made from canvas or denim and designs stenciled on with oil paint or printer's ink. The cover is stretched over a wooden frame and tacked in place as shown in Fig. 11.

Wooden Cabinet

A cabinet such as the one shown in Fig. 12 on the following page is not only a useful but a necessary piece of equipment in camp and parents may find it a convenience for use in the backyard as a tool cabinet or as a storage closet for supplies.

You can keep the children's unfinished articles in it between sessions. If you have only one cabinet in your craft room, it may be used for both purposes. Put your tools in the upper part (it is easier to check them) and make a supply closet underneath.

As a practical suggestion, it is urged that a definite place for each item be set aside on the shelves and that labels be tacked underneath. If you use the back of the door or the wall of the cabinet for tools, paint an outline or silhouette of each tool in red to designate its proper position. This will enable you to check missing tools at a glance. A small label bearing the name of the tool and pasted beneath its place in the cabinet will familiarize



the craftsman with the proper names. Pegs, straps or hooks can be utilized in helping to keep the material in order.

It is much less expensive to build a cabinet than it is to buy one ready-made, and for this reason we are presenting a list of materials necessary for the cabinet shown in the illustration. This particular cabinet measures two feet eight inches by one foot two inches by five feet eight inches. The materials necessary include the following:

Ponderosa white pine—19' x 12" x 1"

White pine—30' x 2" x 1/2"

3-ply fir—2 panels—72" x 36" x 1/2"

8 hinges—2 1/2"

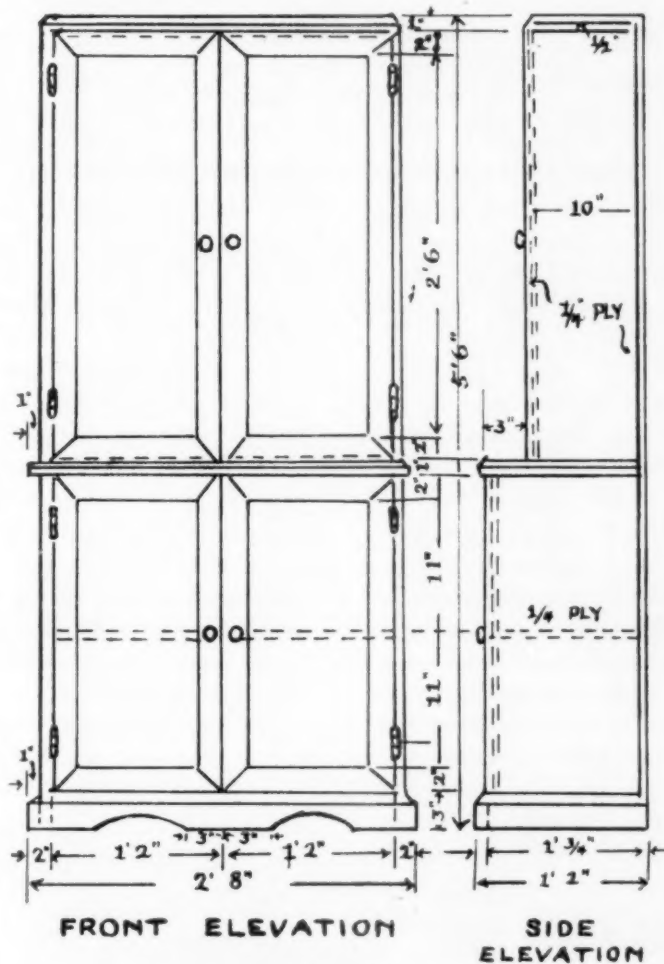
4 wooden knobs—1"

If you want to make only one section to hang on the wall, divide the quantity of material by two or if you want to make a cabinet of a different size you may work out the ratio according to the dimensions in the illustration.

Standards

If it is necessary to replace your metal standards this year, a wooden standard such as that shown in Fig. 13 may be substituted by using some other material as a base to give it added weight. This can be done by using a hollow box for the base, filling it with cement after the center post has been inserted and fastened securely underneath. If the standard is to be used outside, it should be treated with several coats of weather-proof varnish or clear lacquer as added protection.

FIG. 12



SCALE 1" = 1' 0"

Small wooden standards are always useful as they can be made to serve in many different ways. By placing them in rows and threading a heavy cord or rope through the holes in them, they are useful for blocking off areas or keeping a pathway open in a crowd. They may also be used at bazaars or exhibits to control the crowd and to keep them far enough away from the articles being shown to prevent their being soiled by handling.

It is not necessary to fill the base with cement for indoor use. A solid block of wood will give enough support to the post if it is not over two or three feet in height.

Bulletin Board

A nature bulletin board which may be used for a variety of purposes is useful at camp and playground. The background should be made of soft wood or covered with material into which thumbtacks can be easily forced. It is important to have the displays changed often, and it is more interesting when living plants are included in the exhibit rather than printed matter. There may be small shelves for holding rock specimens, seed pods, pine cones, or anything the group may wish to display. A small test tube attached to each side of the board will hold water to keep plants or flowers alive for several days. Hooks inserted at the top may be used in various ways. Ample space should be allowed for weather charts, and announcements of coming events.



FIG. 13

Summit's Trailer Theater

WHEN IT'S CURTAIN time on the playgrounds of Summit, New Jersey, the stage and scenery arrive on wheels. A little white-walled theater hitched to a mowing machine tractor comes rumbling into the playground just before a play is scheduled to begin. There is a sudden flurry as children and leaders rush out to anchor the stage and set up the portable wings. One final checking of cues, one last word of warning to the cast, and the show is on!

But summer productions in Summit were not always as easy to stage. For several years leaders on every playground faced the same difficulties. When dramatic shows and pageants had been worked out, there would be the annual search for an appropriate stage setting and scenery.

Then last year Margaret Swartz, Supervisor of Playgrounds, suggested the construction of a traveling theater which could provide stage and scenery for dramatic groups on all the playgrounds. The Board of Recreation Commissioners approved the suggestion and authorized Miss Swartz and the

By H. S. KENNEDY
Director of Recreation
Summit, New Jersey

Director of Recreation to go ahead with plans. Fifty dollars was set aside for the project.

Elmer Furth, Supervisor of Manual Training for the senior high school, revised the tentative plans which had been made originally from a traveling theater built for the playgrounds of York, Pennsylvania. With his help working plans were drawn up and the required amount of lumber calculated.

An old automobile chassis complete with tires was found at one of Summit's auto wrecking places and purchased for \$5.00. On this base the foreman of the maintenance department and his assistant constructed a platform of 1" by 3" fir flooring. Back, sides and front of the theater were built of 1/4" U.S.G. weatherboard which was found to be more economical than 3/8" plywood. The walls were hinged so that they are collapsible. The completed theater measures 6' by 9' on the platform and 10' in height.

The supervisor of handcrafts designed and

(Continued on page 110)



Joseph Lee Junior Leaders

This year Joseph Lee Day will be held on July thirty-first. Are you making plans for an observance of the day?

A GOOD MANY of the recreation departments throughout the country will face this summer real shortages in playground leaders. College students will in large numbers be going to school as part of the college and university "speed-up" programs. The draft is taking many men, and war industries are calling on both men and women.

Even volunteer helpers of former years may have been drawn in to other volunteer work. Evidence seems to point to the possibility that in at least some communities the supply of emergency leadership may be affected.

In the face of these shortages careful planning must be made so that workers who do remain available can be most effective.

In memory of Joseph Lee it is suggested that each recreation department organize a group of boys and girls for volunteer service on the playgrounds and that these boys and girls be known as "Joseph Lee Junior Leaders." Many of the children on the playgrounds are probably already acquainted with the many years of service which Joseph Lee gave to the cause of recreation. This service began even before he became President of the National Recreation Association in 1910 and extended until his death on July 28, 1937.

Junior playground leadership is not a new idea. Experience in many cities shows that there are ways in which children can help in leadership and service functions. To the extent that boys and girls can help, every effort

This "Joseph Lee Junior Leader" program is a new suggestion this year. The National Recreation Association will very much appreciate knowing how widely it is adopted. If there is rather general acceptance of the idea, would it be worth while considering a simple national insignia and some minimum standards for selection, training, and hours of service which will make the program even more attractive to young people and give it real meaning? Won't you share your suggestions with us and give us the benefit of your experience?

should be made to use them.

This summer is a particularly good time to begin such a program if one is not already under way in your department or on your playground. Boys and girls who in other summers might not have wanted to give up some of their own playtime are now anxious to have an active part in helping in the war program.

But what are the kinds of services which Joseph Lee Junior Leaders can give on the playgrounds? The following are a few of the things that boys and girls are already doing in some cities: leading groups of younger children in activities in which the junior leader is already proficient; telling stories to younger children; counting attendance; marking off game courts; helping keep the playground clean and protecting trees, shrubs and flowers from carelessness of others; protecting game equipment from damage; setting up and taking down apparatus, nets and standards; checking out and checking in equipment and supplies; assisting with first aid; serving as guards at places on the playgrounds such as at swings or at the wading pool where accidents might otherwise occur; ushering on special occasions; officiating at games, contests and tournaments; and managing teams.

Some of these suggested activities demand less of young people than others do and some young people can take more responsibility than others. There is a question as to how old a boy or girl must be before he or she can undertake even minor responsibilities. A frequently cited rule holds that boys or girls

Another suggestion for the Joseph Lee Day program has to do with the making of simple articles by the children in their craft program which may be sent to contributors of the National Recreation Association. It is thought that in this way the children will come to appreciate more keenly the contribution made by Joseph Lee and by the individuals who are making possible the expansion of the movement he did so much to establish. Write the National Recreation Association for more information.

should be at least four years older than the children for whom they have some responsibility and that in any case the junior leader should be at least twelve or thirteen years old.

These are certainly not all the opportunities there are for boys and girls to help. A resourceful recreation worker should be able to find some job

for almost any boy or girl who really wants to help.

We must remember at the same time that we are dealing with boys and girls and that there are always limitations on things that can be expected of them. Even the most dependable boy, for instance, may be taken away by his parents on a

(Continued on page 112)



General Clarence Ransom Edwards, after World War I, conferring on Joseph Lee the Distinguished Service Medal for his service as a member of the War Department Commission on Training Camp Activities

King Arthur Rides Again

Use of a motivating theme has brought gratifying results at many a camp



ATMOSPHERE is a difficult thing to write about. It's hard to pin down, hard to describe, when found. Sometimes conscious efforts are made to create atmosphere. Often it is created by circumstance.

Both conscious effort and circumstances conspired at Doddridge Farm to produce the desired result. The conscious effort was made on the part of those in charge of the camp to develop a theme that had a religious significance, with emphasis on the great adventure awaiting those who would follow the Grail. King Arthur and the Knights of the Round Table offered the solution.

The circumstance in this particular case was the acquiring of a beautifully wooded ninety acre tract north of Libertyville, Illinois, by the Catholic Youth Organization of Chicago. There are nineteen buildings on the grounds, a swimming pool, and ample woods for a great variety of activity. Through His Excellency, Bishop Bernard J. Sheil, Founder and National Director of the C.Y.O., an excellent staff of counselors was recruited from the ranks of recent college graduates. During the summer of 1941, one hundred girls from the poorer sections of Chicago were transported to the camp every two weeks. All nationalities and backgrounds, Negroes and Chinese girls, and girls from several non-Catholic denomi-

By WILLIAM F. TEMPLE, JR.

nations were represented. Selection for the camp was made by pastors and by Chicago welfare agencies.

The physical aspects of the camp had to be considered in producing the desired effect. The part that the activities themselves played, and the names given to them, also received consideration. Place names and staff names were brought into the picture. No detail that would contribute to creating an impression of story book beauty was omitted.

The Effect of Color

The exteriors of the buildings were the first to be built into the pattern. Whereas many camps paint their buildings the same color, each building at Doddridge is painted a different color or combination of colors. Shades that blend well, both with each other and with the trees, cover each building so that a person standing at the center of the grounds catches a rainbow view as he turns his head. Small details, window frames, door jambs, steps, are painted in contrasting reds, blues or yellows.

This has its effect. Business and industry in recent years have noted the psychological effect that color has on the customer. Similarly, the new arrival at camp immediately senses the atmosphere of the camp through the color scheme. A distinct feeling of pleasure seems to come with entrance to the grounds; it must be no less a part of the first impression of the children who attend, many of whom have not previously been exposed to such beauty.

Camp Theme Important

Those experienced with camps know the value of the camp setting in affecting the teaching situation. While the same teacher may teach the same craft in an in-town settlement, that craft, if taught at camp, often presents a more valuable experience to the child. The camp itself is part of the adventure. And the more the camp can become an adventurous story set apart from everyday life, yet associated with it, the more lasting is the impression on the child's mind. And so the underlying theme comes into action. It acts as an integrating force in the various parts of the program. Thus a camp theme, with as many segments as possible related to the general theme, can produce a wholesome situation in which the child wants to participate.

The search for the Holy Grail became the central theme at Doddridge Farm. Tennyson's *Idylls of the King* furnished not only the story structure but also place names, titles for camp staff, and incidents around which the program was built. The lives and characters of the Knights of the Round Table were brought into sharp focus not only by storytelling and dramatics, but by small, everyday occurrences that built up into a pyramid of experience and memory for the child.

Place names were carefully chosen. In almost every camp there are spots associated with some favorite story of the children. At Doddridge such associations were carried out in smallest detail. There was a constant stimulus to the imagination, a constant invitation to be a part of the story of the Grail.

Take, for example, the names of the dormitory-cottages. "Sir Galahad," "Sir Gawain," "Sir Percival" and "Sir Gareth," bold knights all, and strong in their Quest. But Galahad, "whose strength was as the strength of ten because his heart was pure"—Galahad came closest to the Grail. And the cottage bearing his name stands nearest to the Chapel.

And Camelot. Why call a playground a playground when the story has a Camelot? That was the place that the jousts were held; where the finest flower of chivalrous knighthood came; where courage and strength and endurance were continually put to the test. So Camelot became a reality.

Through the whole camp this place-naming went on. "King Arthur" was the caretaker's cottage. "Excalibur" (the magic sword) was the tool shed. "Merlin" (the wizard and mixer of potions) was the nurse's cottage. Even the camp goat—beyond doubt a queenly creature—bore the proud name of Guinevere!

In every camp, the quality of the staff in large part determines the quality of the program. Staff members at Doddridge Farm were carefully selected for their ability to contribute to the program. And they, too, became a part of the story. Each dormitory had two leaders who did little else but care for and advise the children when the regular scheduled activities were not being conducted. Theirs was the duty of putting the children to bed each night and getting the camp quiet. And under their guidance the waking and going to sleep periods became entrances and exits to another storied day. Who could better serve these needs than pages? As in the days of old, the knights had pages to serve their personal needs, so in this modern Quest, the pages lived to serve.

And once upon a time, the story goes, the jesters of the court provided the joy and liveliness. That remained their function. Perhaps arts and crafts programs are fun in all camps. But with the jester in charge—a person skilled in leather, wood and metal work, or embroidery and weaving—a trip to the Magic Grove becomes more delightful. Each activity of the program, taught by a trained teacher, was thus given an added ingredient. Nature study, music and dancing, swimming at the Swan, games, indoors and out, puppetry and dramatics, and gardening, became not only exciting fun in themselves, but related to all phases of camp life.

Participation in the work of the camp is sometimes the cause of misunderstanding. The problem, too, was deftly handled. The after-breakfast clean-up was called "Slaying the Dragon"—although this and some other titles put a little strain on Tennyson—and the dragon of dirt was vanquished in short order, so that when the time came for the morning inspection each cottage was liter-

(Continued on page 117)

Summer Playground Crafts in Indianapolis

GAY COLORED FLAGS unfurling over sixty-three playgrounds will herald the opening of this year's summer play season in Indianapolis. Symbols of playground work and fun, the flags were made by boys and girls in craft classes last summer.

At a staff meeting of women play leaders early in the season it was suggested that the making of a flag be discussed with the children on each ground since they would want to bring in ideas for their own banners. Boys and girls suggested many themes for the flags—special features, playground names, facilities, and in some instances even the history of the playground. A deadline for suggestions was set and each ground selected its favorite theme.

The popular crayonex method was chosen for designing the flags. This craft, well liked by boys and girls, may be adapted to any age group. It may be simple or detailed according to the ability of the individual and permits free expression of the creative instinct of the child. Crayonex is an excellent method of teaching color harmony and design to children in playground craft classes.

One yard of closely woven unbleached muslin was furnished each playground group. After the theme had been decided upon, boys and girls were selected to block in and color the design, and to hem, fringe or finish the flag in any manner chosen. All the work was supervised by the play leaders.

Twenty children from Hawthorne Playground worked on a border of green hawthorn leaves to put around their flag. Another group at George Washington Playground depicted a scene of Indian and

By **NORMA KOSTER**
Department of Public Parks
Indianapolis, Indiana

pioneer tradings which had taken place on that ground. The fountains and sunken gardens at Garfield Park became the design of that flag. Some playground artists drew sports pictures for their banners, others chose different summer activities. The variety was endless, the designs expressive, and the workmanship excellent.

All flags were brought to a staff meeting of play leaders and exhibited in a colorful parade. Winners were selected in each of the five districts into which the playgrounds of Indianapolis are divided. A former supervisor of art and a member of the

Playground children of Indianapolis last summer took part in a huge aluminum parade. Young citizens of Andover, Massachusetts, also worked to help their government cope with the aluminum shortage.



Photo by Donald Look

Mayor's Advisory Committee on Recreation served as judges.

Children in the craft classes also made boys' shirt insignia and girls' arm bands for which each playground had its own original design. These projects not only provided good crafts but aroused the interest of the children who frequently used the articles on festival and sports occasions.

The flags provided an incentive to playground loyalty. Children who had worked on the banners were proud of the playgrounds for which they stood. Boys and girls themselves planned simple but impressive ceremonies for the raising and lowering of the flags each day.

Playground children, proudly wearing their insignia and carrying old aluminum pots and pans, marched behind their playground flags in the huge aluminum parade led by the governor of Indiana and the mayor. Later, at the sectional and final track meets playground flags were set up as meeting stations for the various teams. The arm bands worn at the meets helped play leaders keep groups and teams together and enabled judges to determine winners more quickly and accurately.

Playground Log Books

Several years ago, the Indianapolis Recreation Department operated its playgrounds on a very small budget, so small that no funds were available for craft materials. As a result, the playground craft program depended on utilizing salvage materials and whatever castaways the children could furnish.

Then three years ago, through the interest and cooperation of the Indianapolis Foundation, \$1,000 was provided for a summer craft program on forty-nine playgrounds.

The need of submitting a detailed report of craft activities and expenditures of this money has resulted in another outstanding craft project—the making of playground log books. Limited at first to a review of the craft program, these beautifully constructed and decorated logs now contain pictorial accounts of all playground activities.

During the first year each playground was asked to keep a record of all articles made, the number and ages of children in the classes, and the general scope and worth-whileness of the activity. Since long typewritten reports are often left unread, the booklet report was substituted as a craft project for each playground.

Still working with salvage craft materials, boys and girls made the first books of cardboard cov-

ered with wallpaper, punched and laced with twisted crepe paper. The filler was cut from paper bags brought from grocery stores.

In some instances, the books were nothing more than written records because of lack of interest or imagination and failure on the part of leaders to inspire the children. On other playgrounds the young craftsmen eagerly employed all their creative instinct for color, design, and ingenuity. At one center where children like to draw, colored pictures of all articles were made. Photographs of craft displays and classes helped to illustrate other books. One of the most unique logs contained miniature samples of craft projects.

Now that the books include a review of all summer playground activities, they are usually divided into chapters: physical activities, craft, drama, storytelling, safety patrol, pageants and special events. The latter may include parades, family nites, doll shows, or hobby shows. There is no limit to the variety of material in the logs which often resemble huge scrap books bulging with newspaper clippings, magazines, and snapshots of activities and leaders.

There is no longer a standard type of log, except that it must be handmade. At one playground each child tooled a design in a scrap of leather and these were laced together with gimp into an attractive cover. Another group of boys and girls tapped a design with hammer and nails in their heavy tin cover. Many beautiful books have been made with wood—carved, burned, painted, or cut out.

A spirit of friendly rivalry between the playgrounds keeps the children busy with novel and artistic projects. When the books are put on display at the end of the season, each playground is determined to have the most complete, unique, and artistic log.

Play leaders use the books extensively in planning summer programs and new leaders find them invaluable sources of information—what activities have been tried and found popular or unpopular, what programs have never been tried, how problems are faced and solved, who are the neighborhood volunteers and the child leaders.

The books are dramatic helps for the supervisor in compiling a report, and serve as eye-catching advertisements for the playground program. These logs are more than a craft project—they tell a graphic story of the playgrounds of Indianapolis and help to lay the ground work for each new season.

Our Neighbors to the South

Last summer a number of cities adopted the "Good Neighbor" theme for their summer playground programs, and through such varied activities as handcraft, games, music, dances and pageantry, paid their tribute to the bonds of fellowship and culture which unite all the Americas.

"Know Your Neighbors"

By JOSEPHINE BLACKSTOCK

Director of Playgrounds

Oak Park, Illinois

WE HAVE MADE the discovery that a neighbor is not so much one who lives next door as someone traveling in the same direction as you are, someone who believes in the same way of making the journey. "Know Your Neighbors," the theme of the Pan-American Pantomime, occurred to us last fall, long before America entered the war or the Pan-American pact was signed. But the events of December 7th only served to heighten the meaning of the word neighbor.

Giving the program turned out to be a rich and exciting experience. It might have been that the warmth and gaiety of the Latin music and dances were contagious. We are not sure; all we know is that the planning and producing of the festival proved to be a matter of opening up surprising new vistas, both to the children and the staff. We found ourselves exploring Argentina, Columbia, Mexico, and Canada, to say

nothing of our own country which formed the fifth unit, when we designed Aztec costumes, made wooden jewelry, tried out old music forms and delved into ancient legends.

Everyone seemed to want to help us, and did. We had the Pan-American Council of Chicago furnishing data and giving publicity in its bulletins. We had the president of The Friends of Mexico, Mrs. Edith Kelly of Hull House, supplying the material for the vivid and moving legend of Papantzin, never before dramatized. We had the Los Angeles Recreation Department offering sugges-

"The Magic Ball," a legend of Columbia, presented by Eugene Field Playground



Courtesy Chicago Tribune

tions for Mexican dances. A noted student of Pan-American dances in Washington, D. C., offered her aid, as did the Pan-American Library there. The curator of ethnology at the Field Museum of Natural History supplied material on ancient Aztec costumes. Our own public library gave suggestions for some of the stories from which the legends were dramatized. High School teachers living seventy-five miles away gave our staff lessons in Columbian dances. A native Argentinian provided the dance numbers for that country. A native Mexican boy came to Oak Park to teach some thrilling and ancient-traditional dances. The consuls of the five countries represented took a keen interest in the program and were our guests of honor on the evening of the presentation.

One of the most interesting features was the designing of the sets. A member of our staff did an exceptionally outstanding job on the Aztec scenery. This was in brilliant reds and golds with authentic Aztec designs. The children, in the majority of cases, made their own costumes.

The numbers were interspersed with Latin American music as well as Canadian and North American numbers played and sung by two orchestras and a men's glee club that are part of our playground program. We had a narrator between numbers, since the action outside the dances was all in pantomime. The finale proved especially dramatic. There was a large illuminated "V" with the figure of Liberty standing on a platform behind. The house was darkened and a drum and bugle corp marched up the two aisles playing the Marines' marching song, and across the stage in salute to Liberty. The spotlight, of course, was on Liberty and the "V."

The Argentine number was an original; the Columbian, Mexican, and Canadian dramatizations were taken from old legends; and "The Old Miner's Tale" was adapted from a number in *The Book of Ballet* by Gerald Goode. In all, about three hundred took part in the program.

The motifs of the national dances were interesting and varied. For instance, the Aztec danced for two reasons: to glorify warfare and to propitiate his deity. He loved and praised flowers, feathers, emeralds, jade. He celebrated planting season and the coming of rain. For music the Aztec used drums, horns, cowbells, shells, and bells. He was also fond of burning incense. Shell horns and grotesque masks were used. The dancing was never gay. It was either religious or warlike.

"The Magic Ball"

The scene is a forest. A group of children are dancing. As they dance the witch enters with her magic ball. She stands watching them stealthily. As the dance ends she laughs. The children, terrified, look up and see her and run away. The witch, muttering an incantation, places her magic ball on the ground. Then, at the sound of voices, she runs off laughing wickedly.

Natalia and her brother, Luis, Pachito with his goose, and other children run in. They play a game with the goose. Then five of the children perform an acrobatic number. The merriment increases as Natalia calls on Dolores and asks her to sing. When she has finished the other children dance.

Everyone leaves except Natalia and Luis. Suddenly Natalia sees the magic ball. Delighted, she gives chase, but every time her hands touch the ball it eludes her. Suddenly there is the sound of wind. The forest grows darker. Natalia stumbles and falls. The witch comes in to watch as Luis runs to help his sister, but he is powerless. Her hair is caught under a stump and she can not release it. Luis too is bewitched. When Natalia calls for help he can not find her. The witch laughs evilly, picks up her ball and leaves.

The forest grows blacker. Natalia cowers there, cold and terrified. Suddenly there is the sound of an owl's voice in the distance. "Whooooooo. Fire will conquer frosted death; only it will save her breath." Startled, the children listen. Natalia begs Luis to find a firebrand before she freezes to death.

Suddenly, Luis sees in a dim corner of the forest an old man huddled over a fire. Luis begs him for help but the old man tells him his fire is almost out. Luis in despair points towards Natalia. Suddenly the old man has an idea. He calls in the flamingo and places a firebrand in its beak, telling it to carry the brand to Natalia.

Bewildered and lost, Luis and the flamingo finally find Natalia. The flamingo drops the firebrand at Natalia's feet and she is saved. Joyfully, she springs up, but she sees that the firebrand has burned the flamingo's throat. As she touches him the burns are healed, all except the crimson spot on his breast, which forever the flamingo will bear.

Now the old witch creeps in again, but she sees that she is defeated and her power gone. As she stumbles out, from the other direction come the merry shouts of the children's playmates. They are overjoyed at finding Natalia and Luis, and the curtain falls at the end of their dance.

An "All-American" Playground Pageant

By ELIZABETH H. HANLEY

IN PHILADELPHIA the presentation of a pageant typifying the "Good Neighbor" theme was the logical culmination of a nine-year playground program showing chronologically the settlement of the city by different nationality groups. This was found to be a very graphic way of impressing the children with the rich contributions all their neighbors had made to the development of their community—arts and crafts, manners and customs, games and dances, costumes, music, songs, and general history. They came to expect such a continuity, and their first question at the opening of the playground season was: "What is the pageant going to show about Philadelphia this year?" Sometimes there was a pertinent suggestion, such as: "Why don't we have a pageant with the Chinese in it? We never have had them." (That will be attended to in this summer's pageant.)

It was significant that the children were beginning to notice who was left out, and to be curious, if no more, as to why this was done. It was not surprising, then, that several of the older children had the All-American idea before it was presented to them. It developed that nearly all of them had neighbors from Mexico, Brazil, Cuba, the Philippines, Porto Rico, and other countries, and had seen the possibilities for better relationships by including them in the pageant. This personal contact simplified the selection of the countries to be presented in complete episodes, for of course the entire number could not be so treated. The size and importance of the country were considered, too, but prominence was given the remainder in a parade of musicians, vendors, jugglers, street entertainers and the like. Then all were brought together in the "Grouping of the Flags" and in the finale of the program.

Preparing for the Pageant

Each of our nine tot lots and standard playgrounds was assigned an episode, and this was decided by the number of participants required, the ability of the performers in the parts, and the training and talent of the teachers. One tot lot, for example,

Mrs. Hanley, Associate Director, Playground and Recreation Association of Philadelphia, wrote the script of the pageant through which, last summer, children of that city gave expression to their spirit of friendliness for the children of the other Americas.

was assigned the main speaking and singing characters because the voices of the children were better there and both teachers had considerable knowledge of dramatics and music. Two of the large playgrounds were given episodes that required a variety of rather difficult dancing or extensive mass movements, since the teachers in these grounds taught dancing in their school physical education work and had carried it on somewhat in their summer programs. By this method the work was simplified for every one and there was less strain and "plugging" for children and teachers. All had what they liked and could do best, and therefore the preparations for the pageant were recreational in the fullest sense.

The initial research was done by the director, but the children and teachers made selections from the material given them, working out designs from pictures of costumes, properties, and musical instruments. The Children's Department of the Public Library was the source for most of this material, such as articles and pictures from National Geographic Magazines; programs, festivals, pageants and specific bibliography from the Pan-American Union; a "Pan-American Carnival," by Joy Higgins, issued by the National Recreation Association; "The Other Americas," edited and illustrated by Xavier Cugat; and special bulletins from the National Recreation Association.

According to our usual custom, the theme of the pageant was carried through all the cultural activities of the summer—arts, crafts, songs, music, stories, dramatizations, and even some of the low-organized games. These were not allowed to monopolize the regular program but were consciously used to color it in order to create atmosphere. At least one story of every country was told every week, and the children were given the names of the books in which these could be found. The librarian of the Children's Department cooperated in this, and even went further by having appropriate pictures and illustrations arranged.

The songs, dances and games, of course, were rehearsed every day, but not for too long, and the same method was followed with the costuming, arts and crafts. Mothers, grandmothers, older sisters, friends, and even fathers helped with the sewing, cutting and fitting. (There were some tailors and dress-makers whose children were participating, and they did good service in the evenings at

their homes.) All the designing, however, and the bulk of the making was the work of the children under direction of the teachers. Even cold water dyeing was done, and crayons and paints galore were used for all sorts of decorations on garments, shawls, scarfs, and the like. Pottery was made of bakeless clay and decorated by the same methods.

All these things were ready when the actual rehearsal of the pageant was begun, three weeks before the date of the production. Of course there were a few "last minute" odds and ends to be done, but they were mainly finishing touches that individuals thought might be an addition to their costumes.

The Day Arrives!

Then all was finally ready! The day for the pageant had come. Most of the participants wore their costumes, as they were to go in school buses and would not be seen until they appeared on the stage in the Outdoor Theater in Pastorius Park, placed at our disposal by the Fairmount Park Commission. These good friends also loaned us their traveling amplifier and a man to operate it. We had bought records put out by Decca and Victor, and one of the teachers played guitar accompaniments to some of the songs.

There could not have been a more perfect setting—the natural cyclorama of evergreen trees; the little brook between the audience and the actors; the miniature lake just glimpsed through the background of shrubs and plants; the blue sky stretched wide above it all. No wonder the children were eager to begin and reluctant to stop! Just to be in such an environment was thrilling, and they delighted in watching each other's acts.

The children were keener about this pageant than any they had ever been in, for it was of a different kind—more "grown-up," with something more of sophistication and a sense of impersonating real people. They themselves voiced this feeling: "This is not a fairy tale pageant or about dead-and-gone people," one expressed it. "This is about real people living now."

That concept was obvious throughout the entire pageant and made it, as some said, the best we had ever given. The children acted as if they really were "Good Neighbors," and glad to be together as All-Americans.

For this year we are planning a continuation of the pageant to be called "United We Stand," with democracy as the theme. There will be the same All-American cast, but presented as democracies

banded together for the defense of their "way of life." This will still be done by singing, dancing, dramatization, but with stress on their freedom to do these things in their own way. The possibilities are limited only by the scope of the imagination!

The Pageant Script

PART ONE—"Other Americas."

FIRST EPISODE: Minstrel enters playing "God Bless America." Groups of children from United States come on from right and left and sing stanza and chorus.

Bard enters, followed by groups of children from the "Other Americas," and speaks:

Good sir, we beg your pardon, but we heard
The song you played, "God Bless America,"
And we come to sing it with you here;
For we, too, are Americans and true
As any on this blessed continent.

MINSTREL (*Extending his hand*)

We know, and we are glad to welcome you
To join with us in singing this great prayer
For blessings on our loved America,
For there is no dividing line in all
The things we cherish and would keep as now:
Our heritage of Freedom and the right
To choose the way in which we best can live,
To honor God, ourselves, and fellow man.
Thus shall it be between us now and all
Of those who follow us in future times.
So, All-American we are—all you.
Who dwell beneath the Southern Cross, and these
Who have their home beneath the Polar Star.

Minstrel strikes a chord of the song, and the Bard stands beside him while all sing. At the end of the song a girl steps out from the South American group and speaks:

GIRL (*Turning to Minstrel and Bard*)

Good sirs, your pardons, but would it not be
A proper thing for us to join in play
Together, too? In games and dances as
We each are wont to do in our own lands?

CHORUS OF CHILDREN

Yes! Yes! Si! Si!

MINSTREL

So shall it be! And by the alphabet it shall be done!
Come now—the Fiesta starts!

(He, the Bard and the Girl stand up center and the groups perform in alphabetical order.)

First Feature: ARGENTINA

Singing Game: "Allooz Con Leche."

Peasant Dance: "La Companita."

Second Feature: BOLIVIA

Native Dance: "Couple Circle."

(Continued on page 110)

Barnum Returns— To the Playground

THE GREATEST Show on Earth has come out of winter quarters again and with it many ideas for a season's playground activities. War may have tightened the grins of the clowns and put red, white and blue sawdust under the big top, but the circus is much the same—always bigger and better than ever. Acrobats still perform over the heads of the crowd and the elephants amble into the ring—this year with a ballet in their repertoire.

But the best source for program material is P.T. Barnum himself, greatest showman of all times and master of the superlative. He lived when our country was developing and expanding into a great power, but long before his death in 1891 at eighty-one, he had become a legendary figure. Today he is as much a part of our Americana as Bunker Hill and Daniel Boone. His experiences as a purveyor of entertainment provide a veritable gold mine for the imaginative playground director.

Phineas Taylor Barnum was a real Connecticut Yankee, born in Bethel, July 5, 1810. He was as typical as he was unique; a paradoxical character, shrewd and sharp, not above a bit of humbug on the one hand, yet in many ways baldly honest, and simple to the point of naivete.

From small boyhood he displayed true Yankee enterprise. Traveling "exhibitions," in the idiom of the 1820's, which covered anything from an elephant to a medicine man, had begun to be popular while he was still less than school age. Vendors of sweets and trinkets were always part of the itinerant shows, and it didn't take young Barnum long to see the possibilities of this sort of business. He started peddling molasses candy and gingerbread while still in knee breeches, and this taste of being in business on his own



spoiled him for the less exciting and less satisfying routine of working for other people. His career began officially with chores on his father's farm. He worked in country stores. Then he tried his luck in the big city, and, after many changes and chances, not all of them prosperous by any means, he started in "show business"—his own term; perhaps he invented it. Right here let it be said that not least among his gifts was that of literary expression. We recommend his memoirs as extraordinarily interesting and well told, and also for the picture he gives of the American scene during those important, growing years of the young Republic.

For fifty-six years Barnum was a showman. During these years the telegraph became practical for everyday use. Barnum, from the beginning, used it extensively, sending news of his latest features as far as the wires reached, always in glamorous exaggerated style calculated to rouse the curiosity of his potential customers, the human race—and never mind the cost! When railroads took the place of horse-and-wagon transportation, he immediately seized the opportunity to get around faster and visit more places. When the ocean cable began to operate, Barnum utilized it to send for whole menageries and all manner of wonders from strange lands. Every fledgling newspaper he employed as a new advertising medium. As printing processes improved, his

"Breathes there a man" who can see a circus program without a thrill? The sight of this year's first poster brought to an anonymous playground worker not only memories of happy hours spent at circuses but ideas for a summer playground program permeated with circus joys!

posters became gaudier and more arresting. In these he did well from the start!

Here is a modest quotation from an early dodger:

PHINEAS T. BARNUM

PHINEAS T. BARNUM

Here he is, here he is, Phineas

T. Barnum—A name destined
to encircle the globe

A name ordained to be upon the tongues of

Kings and Queens and

ORIENTAL POTENTATES.

Just skimming over his fabulous record gives one a sense of the man's tremendous vitality and energy, his zest for doing something new. There is about him that timelessness and universal appeal that marks the genius, and children are quick to appreciate this.

Barnum always gave the public a little more than they expected, although quite frequently he hoaxed them, and what's more, made them like it. Although his entertainments were always strictly moral and included something of an educational nature, he never allowed people to become bored. He kept his prices low, too, side attractions catching up with their pocketbooks.

"Barnumizing" the Playground Program

There are endless possibilities in the story of this amazing American figure for the playground program. In the first place, both boys and girls of every age would be interested. The older children could be enlisted to do some research. *Here Comes Barnum*,* which gives P. T. Barnum's own story, collected from his books and introduced by Helen Ferris, contains excellent source material for research by young people. It is interesting to note that in the 1888 edition of his autobiography Barnum wrote: "This book is not copyrighted. Any and all persons are at liberty to publish all or any parts of it." Where it would not seem practical to build a whole season's program around Barnum's adventures, there will be parts of his varied doings that could be used for special occasions.

A progressive pageant could be worked out culminating at the end of the season in a three-ring circus where separate stunts and features could be brought together, with extravaganza touches added for a splendid closing spectacle. There is something in the Barnum story that could be related to practically every activity and project within the playground range. A good way to get the coopera-

Circuses in themselves are not new to the playground program. Many a recreation department has climaxed its summer playground season with a circus. But perhaps, through lack of information about the men who established the "Greatest Show on Earth," we've been missing out on some ideas which would enhance interest not only in the circus itself but in the entire program.

tion of the larger boys in promoting the program would be to have them impersonate Barnum, turn about.

Barnum's first large-scale venture was the promotion of the American Museum, situated on lower Broadway in New York City, across from Saint Paul's Church. This had

been established as an exhibit of rarities and curios the year our hero was born, but because of inability to keep the public's interest, its patronage had fallen off. Barnum made a shrewd deal and began at once a campaign of "notoriety"—his own word. He realized the unproductiveness of mild appeal and so he startled and stung public curiosity to the box office point.

The boys and girls could get together an exhibition of their hobbies and then, as a group project, contrive some absurdities like the Niagara Falls replica with real water. It can be as hodgepodge as you like, for that is in the spirit of the original. Posters can be done ad lib, and a hoax to match Barnum's introduced to make way for new visitors, for the early enthusiasts used to come with their families and their lunches. Equal to the occasion, Barnum had one of his men paint a large canvas with the inscription, "To the Egress." This was nailed over the door leading to the back stairs, opening into Ann Street, and the "Egress," which proved to be the elephant.

At the American Museum originated some of the events that have become part and parcel of the American year: baby shows, poultry shows, flower shows, and all manner of exhibits and contests in which young people were interested and could take part. However, Barnum never overlooked the gentry for they always figured as judges. Carillons and carilloneurs, which of late years have been delighting people in many cities, are the epitome of the bell-ringers that he brought over almost a hundred years ago.

One of the most successful and remunerative of all the enterprises was General Tom Thumb, the midget. This suggests a character show, with some stock folk and as many others as the group wants to include. With Tom Thumb, Phineas Taylor Barnum made good on the poster quoted above, for he did indeed go to England with him, visit the Queen and at least one Oriental official, not to mention making a considerable stir throughout English society and later on the Continent.

* Harcourt, Brace and Co., New York City.

The story of how he brought Jenny Lind to America, sight unseen, voice unheard, makes publicity stunts of our day seem pallid. Very few people in America had heard of her, yet Barnum paved the way for her coming so skillfully that up to that time—1850—New York never had turned itself upside down so completely for any visiting celebrity. And Barnum had a hard time raising the money to bring her over!

Since the Aquarium—originally Castle Garden, where Jenny Lind made her American debut—has been removed, it would be doubly interesting to have a program built around the place and the event.

Minstrel shows flourished in the years from 1840 to 1850, and since these were a native product thoroughly American in spirit, it would be highly appropriate to fit one into the Barnum scheme of things. This would be for the boys only, if faithful to the pattern, for there were no women in the casts of the minstrels. There is ample material available that will help you to get together an authentic show. Walk arounds, sentimental ballads, tall stories, shrewd, topical jokes, all these were part and parcel of the minstrel show.

The most popular act of the first show of this kind was "Jim Crow." There are singing games still in use in which this old favorite figures and Fred Stone had a song about him in one of his well-known shows. One of the original verses runs like this—

Wheel about, turn about,
Do jis so;
And ebery time I wheel about
I jump Jim Crow.

It is interesting to remember that Joseph Jefferson was introduced to the stage by way of Jim Crow. Thomas Rice brought him on at the age of four in a



bag which he dumped on the floor as he song—

Ladies and Gentlemen,
I'd have for you to know
I've got a little darky here
To jump Jim Crow.

Barnum, not overlooking anything with as much appeal as the minstrel show, organized the Ethiopian Serenaders. Mistah Tambo and Mistah Bones, of his invention, were favorite characters with their timely jokes. In addition, wherever the Serenaders traveled, the local celebrities heard their names mentioned during the show.

Jigs, fancy dance steps, tambourines, and castanets were introduced, and they should be a part of the playground production.

It was for the minstrels that Stephen Foster wrote "My Old Kentucky Home," "Old Black Joe," "Old Folks at Home," and "O Susanna," so they should by all means be sung, preceded by a brief talk about their author.

"Dixie" was written for a minstrel show walk around by Dan Emmett. Lincoln heard it at a performance in 1860 and shouted from his box, "Let's have it again!"

All these, and many more items



garnered from this great American success story, will of course lead up to the final three-ring circus performance.

When it comes to circus time, you will find that any group of lively youngsters will probably have more ideas than you can cram into an afternoon's entertainment. In Barnum's circus, however, you must not forget Jumbo, his celebrated elephant. So important was this pachyderm that he was perpetuated as a stuffed toy, and was probably the progenitor of them all.

Reckoned in the innocent delight he distributed so widely and that is still bestowed by his successors, Barnum richly deserves to be remembered as patron saint of entertainment. And surely he worked his miracles!

Some Interesting Documents

We quote here two documents from his memoirs—the first proclamation of the firm of Barnum and Bailey, and Mr. Bailey's note concerning the partnership. Both are delightful and extraordinary in the annals of American enterprise.

Bridgeport, Conn., December 1, 1887.

Rising, Phoenix-like, from the ashes of my fifth great fire, which only served to illuminate my path of duty as the American people's champion amusement provider, I have taken into equal partnership my energetic and experienced friend and former associate, James A. Bailey. We have enlarged and vastly improved The Greatest Show on Earth, which we propose to establish as a permanence, with a reserve capital of several million dollars. We also intend at an early date to establish in all our principal cities great museums of natural and artificial curiosities, to which will be added a spacious lecture room for scientific experiments and historical lectures, panoramas, pantomimes and light entertainments of a pleasing and general nature. The Barnum and Bailey Show will present to this and future generations a World's Fair and a Moral School of Object Teaching, of unexampled variety and superior excellence, more amusing, instructive, comprehensive and vast than was ever before seen or dreamed of. It is the pride of my declining years that I am able to give, as the result of my long life of experience and determined effort, that innocent and educational diversion which every one concedes that human nature imperatively demands.

The public's Obedient servant,
PHINEAS T. BARNUM.

Mr. Bailey's Policy

In reentering the amusement field by becoming Mr. P. T. Barnum's equal and sole partner, and assuming the personal management of the great combined exhibitions bearing our names, I respectfully

avail myself of the opportunity afforded to briefly and plainly state the basis upon which they are organized, the principles on which they will be conducted, and the policy that will, under all circumstances, be rigidly enforced and adhered to.

I have returned to the show business to stay, so long as my health and life are spared, and to do my full share in not only placing and maintaining the Great Barnum and Bailey World's Fair of Wonders upon a far higher, broader and more liberal plane than was ever attained by any similar enterprise, but to continually enlarge its possessions and strengthen its popularity.

The partnership is not a temporary, but a permanent one, equally binding upon both partners, their heirs, administrators, executors, or assigns; and the death of either of them will in no wise affect the existence and continuation of the show.

It is not an experiment, but a solid, established business enterprise, whose name and character are continuous and permanent.

It will never, under any circumstances, or at any time or place, be divided, and the malicious circulators of libels or slanders to the contrary will be prosecuted and punished to the full extent of the law.

It will be honestly advertised.

The whole of it will always be exhibited in every place, large or small, wherever it is advertised to appear and in no place will a single feature or act be omitted.

The magnificent free street pageant will never anywhere be curtailed by the omission of a single attraction.

Its menageries and museum tent will never be taken down at night, until after the conclusion of both the circus and hippodrome performances.

The afternoon and evening performances will invariably be equally complete, perfect and satisfactory, and under no circumstances will the evening performance be, in the slightest degree, abbreviated, cut or neglected, but each and every act thereof will be presented according to the printed program.

The convenience and pleasure of its patrons will be specially considered. It will be a place which an unattended child can visit with perfect safety. Its employees will be required to deal fairly and courteously with all, and to answer all proper questions intelligently and politely.

No peddling will be permitted under its tents.

No camp-followers, street fakirs, gamblers or disreputable or intoxicated persons will be tolerated on its grounds.

Everything in the slightest degree calculated to offend or annoy its patrons will be absolutely prohibited. Morality, purity and refinement will be the rule without exception.

I shall always be present to investigate any complaints and to strictly enforce the above regulations, and all others that may be necessary to protect both the public and our own good name.

JAMES A. BAILEY.

Speechcraft in the Playground Program

IN ITS NEWLY ORGANIZED "speechcraft" program for the public school playgrounds, St. Louis has, it is believed, found in one of the oldest of the arts something new for the recreation program. Not to be confused with the dramatic activities which have long had a place in the recreation curriculum, speechcraft aims at developing on each playground a number of children who can take over the speaking at special events and exhibits and make the routine announcements formerly made by members of the playground staff. In short, the course seeks to develop qualities of leadership.

In addition to being immediately useful on the playground in connection with previously established activities, speechcraft aims at helping the children achieve mastery of a type of self-expression. The playgrounds, with their atmosphere of freedom from restraint and their emphasis upon bodily activities, provide an ideal background for speech development, for good speech requires both mental well-being and bodily control.

When the new program was first considered a number of important questions demanded answers. Probably the one most persistently raised was "How are we going to convince children that speech is fun?" After all, the playgrounds cannot force children to study, nor would it be desirable. Any

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new course must pass the test of recreation standards.

In seeking an answer to that question, which threatened for a while to eliminate speechcraft before it had been tried, a hasty examination of established playground activities indicated that they all involved effort. They all depended for motivation upon the enthusiasm of the instructor, the pleasure experienced by the children in the accomplishment of something of which they could be proud, and finally upon the pleasant relationships established with others in the cooperative effort required. Games, handicrafts, music—all require effort and concentration. They have sur-



Members of the Speechcraft Club of Laclede Playground discussing fire prevention at one of their meetings

vived the difficulties of playground initiation. Why not speech?

With these things in mind, speechcraft was established. Its survival depended upon instructors not specifically trained for the work. They were provided with mimeographed material offering practical suggestions. Speech theory was reduced to a minimum. Speech must be visible and audible and must develop coherently a centralized thought. Classes, held weekly for those instructors who could attend, were given over to the discussion of mutual problems and the introduction of plans for the new course.

At two successive Saturday staff meetings speech clubs gave demonstrations of simple activities. These served to develop interest and to give directors a starting place.

Selecting Themes

At the beginning of the season it was decided that a good central theme for the speech activities would provide a background of material for groups which would otherwise be unable to find anything to talk about—the most common complaint of the novice. "Selling St. Louis" was chosen as a theme, and the speech classes were designated as "Sell St. Louis" clubs. Many city agencies gave excellent material to the new clubs. The Chamber of Commerce provided pamphlets on St. Louis history, industries, and even weather. A department store cooperated by furnishing a hundred illustrated pamphlets on the city; and the City Hall was the donor of a beautiful set of recently published "Good Government Institute" books.

Clubs concentrated on the history and geography of their own neighborhoods. Examination of place and family names yielded interesting stories. Children arranged interviews with those who might furnish them with information they were seeking. The interviews were important for they put the children "on their own" in a real life situation. Some good programs entertaining to the entire playground developed from these activities. One club conducted an imaginary bus tour of the city with stops at major centers of interest.

Boys' clubs seemed to enjoy most practice in parliamentary procedure. In emulation of the national conventions in session, speeches of nomina-

In the February issue of *Recreation* there appeared an article entitled "The Speech Arts in the Recreation Program" which told how oral speech, written speech, and dramatics may function in the program. In this article Miss Boyer tells how some of the principles outlined are being applied on the public school playgrounds of St. Louis. If any other city has initiated a similar plan, may we not have information about it?

tion and acceptance were attempted.

Popular among the girls was a "courtesy project" in which introductions were made and behavior in social situations discussed and demonstrated.

To stimulate interest in beauty of speech, choral

reading was used; and as a conclusion to the work in choral speech, five clubs united to form a verse choir of seventy-five.

Since children, as well as adults, look forward to some reward for work, proficiency certificates were given to members of the "Sell St. Louis" clubs who had completed a number of speech projects commendably.

Climaxing the Program

As a climax to the summer's program, some thirty clubs met at the Board of Education and, after a short meeting handled by the children at which six administrative officers of the Board of Education were guests, marched with a police escort to the City Hall where heads of the various departments of city government spoke briefly about their duties. A high spot of the morning was a visit to the Mayor's rooms.

In evaluating the summer's work in speech one should not ignore the fact that many errors were made. Instructors, as well as pupils, have much to learn. At the same time, the kindly reception given the new work by instructors and pupils alike was most encouraging.

One can almost dare to look ahead to the time when many children, now painfully inarticulate, will be able to stand erectly and looking the audience in the eye say what they have to say in simple effective language, and say it so distinctly that it can be easily understood. In helping them to learn to do so, the playground is not violating its principles but only enlarging its program to make room for an activity in complete harmony with principles long accepted.

"'Language,' said Ben Johnson, 'shows the man; speak that I may see thee.' Children are eager to meet their teachers more than half way in every sincere effort to enable our future men and women to reveal their true selves through their speech."—*Dorothy Stone White in The High School Thespian.*

A Night of Knights

CHESS FOR YEARS has been one of the most popular quiet game play and tournament activities of the Milwaukee playground season. In 1942, for the second year, the annual tournament was glamorized into a magnificent *Night of Knights*. Under the floodlights of the Marquette University football stadium, 866 children played their matches while 6,500 spectators divided attention between them and a fast-moving, colorful program. The event marked a splendid high in interplayground and community cooperation. Promoted by the Department of Municipal Recreation in cooperation with the Milwaukee *Journal*, it received wide newspaper, radio and

The Department of Municipal Recreation of Milwaukee has been a pioneer in the teaching of chess playing. For nine years, on the city's 72 playgrounds and in its 28 social centers, chess playing has occupied a place of prominence and 38,000 individuals, both children and adults, have discovered, through expert instruction in the fine points of the game, how fascinating it can be.

placard publicity. The program was the result of the enthusiasm and effort of hundreds of people. It began with an impressive parade of the contestants marching two by two through an avenue of flags, starred a colorful live chess game, and featured, in three-ring circus fashion,

playground and social center activities—bands, choruses, folk dances, tumbling and bar work, matches in badminton, casting, volleyball, table tennis, and playground games. The grand finale to both the matches and the program numbers brought the audience to its feet in the singing of the “Star-Spangled Banner” while a huge tableau, “Americans All” centered about the American flag.



Dad's Day on the Playground

By

JAMES MASIK
Franksville, Wisconsin



Courtesy Cook County Forest Preserve District

All-City Playground Dad's Day in Racine was dedicated to the fathers of the community. It offered each father the opportunity to watch his son participate in the recreation program, and he saw the dividends his taxes were paying.

IN PLANNING for a Dad's Day in Racine we were first confronted with the problem of devising a program that would be of maximum attraction to the fathers and yet be of interest to the boys of the playground. Most playground programs, no doubt, contain softball leagues, so that championship games between the sectional league winners would be ideal for Dad's Day. We next had to meet the problem of the choice of the date and the time of day. Early afternoons would be out of the question, but late afternoons seemed more satisfactory, with Saturday afternoon providing a time when most of the fathers could come to the playground.

Eventually the second to last Saturday of the playground season was selected for Dad's Day. By that time the softball leagues had finished their scheduled games. With the sectional championships decided, everything was ready for playing the city championship game. The four classes of softball leagues consisted of the cubs (under eleven years of age), midgets (under thirteen years of age), cadets (under fifteen years of age), and juniors (under seventeen years of age). All the age limits are prior to May 1st. The sectional champions were scheduled to play their first two out of three games series.

To insure a good attendance, the local newspaper informed the adults of the occasion, while the newly instituted playground newspaper and the playground bulletin kept up the interest of the children. Invitations to dads, mimeographed on slips and taken home by the boys, read as follows:

DEAR DAD:

You are invited to attend the All-City Playground Dad's Day Program at Lewis Field on Saturday, August 12th, at 1:30 P. M.

Softball championships will be decided between north and south side champions in four boys' divisions. Bicycle races, mixed volleyball, table tennis and horseshoe tournaments will be demonstrated by youth of the city.

The big feature of the afternoon is reserved for you, for there will be a slowpitch ball game between the dads from the north and south sides.

Knowing that you will have a good time, I remain,
Your son,

When a father arrived at the celebration, he was first attracted by the colorful "Welcome, Dads" sign prominently displayed at the playground, and then his attention was caught by a large printed program of the afternoon's activities:

1:30 SOFTBALL

North side Cub champions vs. south side Cub champions

North side Cadet champions vs. south side Cadet champions

2:00 BICYCLE RACES

Midget one-half mile races

Junior one-half mile races

2:30 SOFTBALL

North side Midget champions vs. south side Midget champions

North side Junior champions vs. south side Junior champions

3:00 BICYCLE RACES

Cub one-half mile races

Cadet one-half mile races

(Continued on page 111)

Health Clubs on Cleveland's Playgrounds

By MARGARET MULAC
Division of Recreation
Cleveland, Ohio

PLAYGROUND health clubs in Cleveland are a tribute to the interdepartmental cooperation of the nation's sixth city. In June 1940, a committee of health officials from the Board of Education, the Health Department, and the Health Council met with the director of the Cleveland District Dairy Council and with playground officials from the Board of Education and the Division of Recreation to discuss a health club program for the city's playgrounds.

The general plan which was worked out by the committee involved four steps:

1. Each playground would organize a health club of boys and girls from eight to fourteen years of age. The clubs would meet regularly during a six week period.
2. At the end of that period a boy and girl would be selected on the basis of interest and progress to represent each playground in a city-wide contest.
3. Each of the winners would be given a thorough physical examination and rated on the basis of 1,000 points by members of the Cleveland Dental

More than 3,500 children participated in Cleveland's health clubs during the first season, and membership increased considerably during the summer of 1941. This year, with the increasing emphasis on physical fitness and general civilian health, the playground health clubs are expected to play an even larger part in Cleveland's junior wartime program.

Society and Academy of Medicine. The names of the two children scoring highest would be withheld until Fair Day.

4. All winners would be given a trip to the County Fair where they would be presented with "Champion" ribbons. The "Grand Champion" winners were to receive their ribbons from the Mayor of Cleveland.

Children were given blanks to be signed by their parents in an effort to enlist the aid of fathers and mothers in improving the health habits of the children. In some neighborhoods the parents, ever suspicious of forms and blanks, not only refused to sign the blanks but forbade their children to participate in the activity. The program was explained to parents, and the difficulty was cleared up.

Each club member was given a bright red and white celluloid button, labeled "Health Club," which served as advance advertising for the coming meetings. Small printed pamphlets following the general outline of the program were distributed among the children at each club meeting. *Teeth, This is What They Are Made Of* made dental



hygiene sound like fun, while *Picnicking and Hiking* included hiking hints and recipes for outdoor cooking. A third pamphlet, *Get Out*, was divided into three sections: summertime health, good sportsmanship, and bits of history about familiar games. A personal score sheet to be filled in by each child asked such questions as "Do you eat at regular hours?" and "Did you brush your teeth twice today?"

The program followed by the health clubs was designed to be interesting, even amusing, and many a valuable health fact was driven home with a funny story. Much of the material used in the clubs could be put into scrapbooks and kept by the children for future reference.

Weekly meeting plans were prepared in advance to help play leaders set up their programs. Before long, interested little club members were holding informal discussion on health problems, making scrapbooks, and playing exciting health games. They visited near-by dairies, worked out Red Cross projects, and took health tests.

Health Games

These are some of the games which kept the children thinking and learning about health while they were having fun:

Ten Questions. One child leaves the group while the others decide upon the name of a fruit, milk product, vegetable, or other healthy food. The child then returns to the group and begins asking questions of the others in an attempt to identify the chosen food. All questions must be worded to be answered "yes" or "no," and the one who is It must guess the word after ten questions.

Dairy Product, Fruit, or Vegetable? The players stand in a circle with one of them in the center. It points to a person and says "Fruit" (or "Vegetable" or "Dairy Product") and immediately tosses a ball high in the air. The person called on must name a food in the group called before the ball drops to be caught by him. If the player fails to answer before he catches the ball, he must take the place of the thrower. No one may name a food mentioned before.

In a variation of this game It throws a bean bag or soft ball at the chosen player who must then call out the name of his food before It can count to ten.

I Am Thinking. The leader says, "I am thinking of a green vegetable beginning with the letter

C." The player who guesses the correct answer asks the next question. To familiarize children with vitamins the question may be, "What vegetable am I thinking of that is rich in vitamin C and begins with the letter T?" Variation: "My grandfather owns a dairy (fruit or meat) store. In it he sells something beginning with I." Encourage the children to name only protective foods.

Alphabet. The leader has a set of cards each containing a letter of the alphabet at least two inches high. The group decides what the letters are to represent—fruits, vegetables, milk products. The leader shuffles the cards and shows them to the players one at a time. The child first naming a food beginning with the letter shown is given the card. At the end of the game the child with the most cards is teacher for the next game.

I Am Planning a Meal. The leader begins, "I am planning a well-balanced meal, and the first thing I would have would be tomato juice." The second player adds another food to the list after repeating the food first mentioned. This continues with each child repeating the previous listing and adding a new food. Any child who gives the list incorrectly is eliminated or must pay a forfeit.

Another version: "I am planning the foods I should have today. First I shall buy a quart of milk." The next child adds another food group that should be in the daily meal pattern. Play until they learn these food groups well: one quart milk, two vegetables, two fruits, an egg, some meat or cheese or fish, cereal or bread, two tablespoons of butter. After these general groups are learned, repeat the game adding the names of individual vegetables, fruits, and other foods.

Other Activities

The study of milk proved especially popular with the club members since local dairies furnished a bottle of milk to each child so that he could get first-hand information about this food.

The nationally popular quiz contest became a favorite with the clubs. Children, like their parents, want to show "how much they know"! Tests were carefully prepared so that they were informative as well as interrogative. Sometimes multiple-choice questions like the following were included:

1. We should have fresh air
(Check one answer)

(Continued on page 118)

The National Recreation Association has prepared a bibliography of health plays, pageants, and songs, with information regarding the sources of such material. This may be secured on request.

Totem Poles and Tepees

By MABEL MADDEN
Supervisor of Community Activities
Public Recreation Commission
Cincinnati, Ohio

SOUTHEAST of Cincinnati near the town of California, Ohio, is an old salt lick, once famed meeting ground of the Miami and Shawnee Indians. Here, in tribal days, animals came many miles to the salt spring, and rival tribes battled for this made-to-order hunting ground.

There is still a council ring at the old salt lick, but the forest drums beat only on summer camp days and the "warriors" who gather at the conclave are children from Cincinnati's downtown playgrounds. Solemn-faced totem poles stand guard over this modern day camp whose historic setting makes it ideal for Indian lore and handcraft programs. In the surrounding woods high poled tepees provide game and craft rooms as well as Indian "atmosphere."

The Recreation Department's day camp was made available to more than 1,200 Cincinnati children last year through a contribution from Charles F. Williams, president of the Western and Southern Life Insurance Company. Mr. Williams pro-

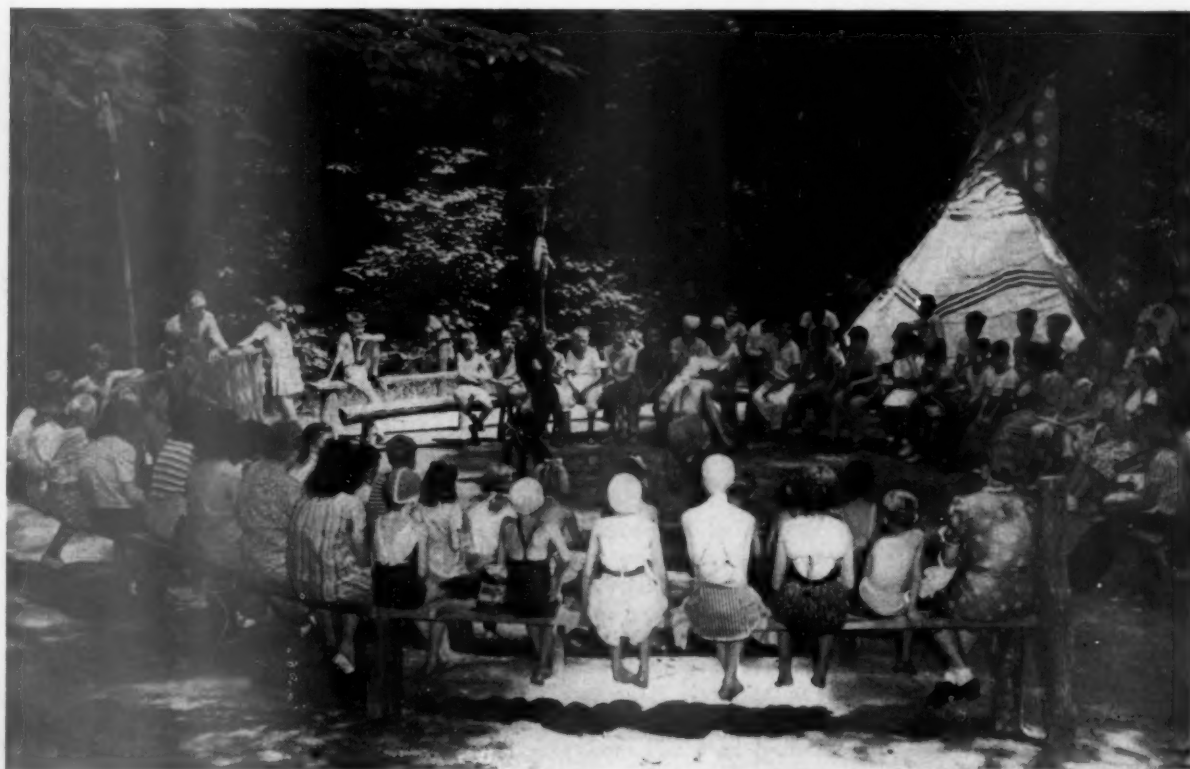
vided transportation, food, and extra supervision at camp for seventy-five children daily. A bus called for the would-be Indians at the playgrounds each

day at 9 o'clock. One hour later they disembarked at camp and trailed off into the woods for a nature hike and games. At noon the troop of hungry hikers came back for a hot lunch. Then with due ceremony the city-bred "braves" filed into their council ring to watch the dancing, games, and ceremonials demonstrated by White Eagle, half-Indian specialist.

When the ancient rites were over and the last drum beat had died away, boys and girls hurried out through the grotesque totem poles for a dip in their modern swimming pool. At 4 P. M. the bus was ready again and at five they were back at the playground.

In addition to his day camp contribution, Mr. Williams also arranged for several thousand children to visit the Cincinnati Zoological Garden last

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Recreation Training for Volunteers

By LOUISE LYNNE

Manager

WPA Recreation Project
New York City

FROM ITS INCEPTION, the WPA Recreation Project for New York City has made available to all its leaders opportunities for continuous professional development. Since Pearl Harbor, however, a militant desire on the part of the public for active participation in the all-out war effort has resulted in a broadening of the training to include recreation courses for volunteers.

The Volunteer Training Project, under the sponsorship of the Police Department, has two major purposes; one, the placing of trained volunteers with agencies indicating a need for their services; the other, that of building citizen morale and equipping volunteers to be of assistance in emergency situations.

In forming an advisory committee composed of individuals representing the various or allied fields of recreation in which the training is to be given, every effort has been made to select only those people having sufficient interest and time to devote to the careful planning required, as well as to assist in preparing background lectures for the various courses.

Responsibility for recruiting volunteers and publicizing the training is shared by the sponsors, the agencies represented on the advisory committee, and the Project itself.

In order that volunteers may make a maximum contribution, the agencies, in many instances, first interview the applicants to determine their interests and aptitudes before referring them to the courses.

To avoid duplication of effort between the agencies and the project, the course outline, together with a request for endorsement, is sent to the Civilian Defense Volunteer Office. Informative fliers, prepared by the Project and approved by the committee, are distributed through the cooperating agencies. These fliers carry an application blank which is used for referral by the agency or institution recommending the volunteer.

Courses emphasizing civil-

ian morale and emergency assistance have been set up for a five-week period, meeting once each week for two hours. Refresher courses for

volunteer placement have been organized for an eight-week period, meeting in three-hour sessions once each week, or for a six-week period, meeting in two-hour sessions twice each week.

While some of the courses are given at the WPA Recreation Training School, much of the training is conducted in Police Athletic League locations, community centers, churches, American Legion halls, and other agency buildings.

Registration takes place during the first session. A simplified but comprehensive record of the applicant's experience, training, and hobbies serves as a guide in placing those who volunteer their services. A copy of this record is sent to the Civilian Defense Volunteer Office upon request.

Each session of the course is divided into two periods, the first being given over to lecture and demonstration, the second dealing with a practical application of the work.

Eight to ten skills are offered during the laboratory period. According to his desires and ability, the applicant may either concentrate on one or select a combination of allied skills.

During the training period, progress records are kept for each volunteer. A transcript indicating the completed course, together with the hours of training, is given to the volunteer and to the Civilian Defense Volunteer Office.

If the volunteer serves with an agency in which the Recreation Project operates a program, continued training and supervision is assumed by a WPA supervisor.

Outline of Course for Camp Leadership Training

The following preliminary outline was designed as a working plan by a committee and used as a basis for further development of the individual outlines for camp leadership training.

The need for volunteer workers has been greatly stimulated by the war situation, and organizations giving courses training for recreation leadership are redoubling their efforts along this line. The WPA Recreation Project for New York City has given training courses for junior hostesses and for home recreation in emergencies, and is planning a course in recreation for hospitals. The preliminary outline for a course in camp leadership presented here will show something of the setup and techniques used in the courses.

Topics for Presentation and Discussion

I. Camping and the Present Emergency

This presentation will cover the adjustments in camping progress made necessary by the war situation, as follows:

- A. Emotional reaction of children to present day conditions and what the camp can do to balance them.
- B. Counselor attitude toward each other and toward campers.
- C. Building attitudes in the future.
- D. Planning for camp evacuation.

II. Types and Purposes of Camp Organizations

- A. The period of beginning.
- B. The period of expansion, 1900-1920.
- C. Summary of growth to 1930.
- D. Types of camping; directors, counselors.

III. Relationship Between the Sending and the Camp Agencies

- A. The value and use of the social and health history of the child.
- B. Pre-camp health examination and remedial treatment.
- C. The use of above records in camp.
- D. Other camp records and reports —
 1. Infirmary
 2. Daily Clean-up
 3. Activities, etc.
 4. Counselor reports

IV. Group Work and Individual Approaches in Camping

- A. Group needs and outcomes.
- B. Individual interests, abilities and problems.

V. Selection of Activities in Programming

- A. Environment and camp progress
Types of Environments:
 1. Fixed—(River, mountain, woods)
 2. Mobile—(Camp facilities, camp equipment and camp leadership. Adjacent community, current events)
- B. Steps in program planning.
- C. Program activities in relation to war effort.

VI. Responsibilities of Camp Directors and Camp Counselors

(Panel discussion of directors and counselors)

VII. Health and Safety in Camp

- A. Pre-camp health examination.
- B. Health program at camp.
- C. Hazards and hurdles —
 1. First Aid
 2. Clothing
 3. Daily habits
 4. Kitchen cleanliness
- D. Waterfront.
- E. Camp sanitation.

VIII. Spiritual Value in Camping

- A. Children's attitudes toward present day social problems.
- B. Counselor's responsibility in promoting ethical, social and moral standards.

- C. Nature as a medium for developing spiritual values.
- D. Carry over value of camp experiences.

Laboratory and Demonstration

I. Nature in Camping

- A. Methods of motivating interest.
- B. Methods of teaching.
- C. Coordination of nature with other camp activities.
- D. Nature notebooks —
 1. Types, uses, organization
 2. Making the nature notebook

II. Photography in Camping

- A. Review of general principles of photography.
- B. Setting up the darkroom.
- C. Use of photography with —
 1. Nature activities
 2. Hikes
 3. Crafts
 4. Sports
 5. Social activities
 6. Bulletin boards
 7. Records and reports

III. Leathercraft

- A. Types and uses of leather.
- B. Basic tools and techniques.
- C. Project selection —
 1. Belts
 2. Buttons
 3. Hike bags
 4. Tie slides
 5. Novelty jewelry
 6. Book covers
 7. First Aid kits
 8. Writing cases, etc.

IV. Tin Craft

- A. Sources and adaptation to projects.
- B. Handmade basic tools.
- C. Demonstration of techniques —
 1. Cutting
 2. Forming
 3. Joining
 4. Finishing
- D. Selection of projects —
 1. Rhythm instruments
 2. Stage sound effects
 3. Wind and sand toys
 4. Table decorations
 5. Lanterns
 6. Cooking equipment

V. Weaving

- A. Demonstration of —
 1. Hungarian loom
 2. Cardboard loom
 3. Navajo loom
 4. Barrel hoop loom
 5. Square knotting
 6. Netting
 7. Swedish bias weave
 8. Carrick bend weave
- B. Selection of projects —
 1. Purse
 2. Belt
 3. Headband
 4. Mat
 5. Bag
 6. Scarf

VI. Pottery

- A. Care, conditioning and uses of clay for primitive pottery.
- B. Tools and techniques adapted to age groups.
- C. Simple decoration.
- D. Homemade kilns.
- E. Selection of projects.

VII. Whittling

- A. Care, safety and handling of a knife.
- B. Selection of wood and uses for scrap material.

- c. Selection of projects—
 1. Totem poles
 2. Animal figures
 3. Puzzles
 4. Tops
 5. Game equipment
 6. Knives and forks

VIII. Woodwork

- A. Use of rustic wood and scrap lumber.
- B. Basic and supplementary tools.
- C. Basic techniques —
 1. Cutting 3. Joining
 2. Forming 4. Finishing
- D. Selection of projects —
 1. Bird houses
 2. Percussion instruments
 3. Foot stools
 4. Notebooks
 5. Housekeeping equipment
 6. Cabin games
 7. Bulletin boards
 8. Waterfront equipment

IX. Drama

- A. Simple techniques and participation in —
 1. Skits
 2. Pantomimes
 3. Dramatized stories
 4. Action songs
 5. Shadowgraphs
 6. Ceremonials
 7. Improvizations
 8. Plays and pageants
- B. Problems in —
 1. Choice of materials
 2. Age group interest
 3. Casting
 4. Original scripts
 5. Rehearsals
 6. Committees
- C. Production —
 1. Simple stage sets
 2. Property
 3. Costumes and make-up
 4. Lighting
- D. Puppetry and Shadow Puppets.

X. Dance

- A. Demonstration and participation in —
 1. Folk dances
 2. Square dances
 3. Reels
 4. Line dances
 5. Social dance
 6. Modern dance

XI. Music

- A. General principles in group singing.
- B. Simplified group leading.
- C. Selection of material for —
 1. Campfires
 2. Vespers
 3. Hikes
 4. Assemblies
 5. Grace
 6. Special events
- D. Age group interests in types of songs —
 1. Patriotic
 2. Folk
 3. Historical
 4. Work songs
 5. Spirituals
 6. Cowboy songs
 7. Sea chanteys
 8. Religious songs
 9. Rounds and novelty songs
 10. Action songs
- E. Rhythm Bands.
- F. Novelty musical instruments.
- G. Musical games.

XII. Storytelling

- A. Selection of material for age groups.
- B. Techniques —
 1. Relating
 2. Illustrating
 3. Dramatizing
 4. Creating

To help meet the increasing demand for information on recreation training courses, the National Recreation Association has issued a booklet entitled "Training Volunteers for Recreation Service," prepared by George D. Butler, which should serve as a practical guide for groups offering such courses. The subjects discussed include Types of Training Courses, Preliminary Organization, and the Course — content, organization, and method. The latter part of the booklet contains outlines of a number of typical courses recently given in various communities. Copies are now available at fifty cents each.

XIII. Rainy Day Programs

- A. Cabin games —
 1. Table games
 2. Puzzles
 3. Pencil and paper games
 4. Guessing games
 5. Tongue twisters
 6. Stunts and tricks
 7. Quizzes and bees
 8. "Telegraph" tournaments
- B. Outdoor activities —
 1. Rain hikes
 2. Weather observation
- C. Camp Improvement Projects.

XIV. Campfire Suggestions

- A. Significance, values and purposes of campfire.
- B. Planning of campfire themes and committees —
 1. Initiation
 2. Farewell
 3. Merit and award
 4. Amateur talent opportunity
 5. Educational
 6. Cultural
 7. Inspirational
 8. Ceremonial

XV. Hiking

- A. Organization.
- B. Trail signs.
- C. Hiking themes —
 1. Nature appreciation
 2. Treasure hunting
 3. Collecting
 4. Historical-exploratory
 5. Overnight experience
 6. Trail blazing
- D. Hiking games —
 1. Roadside cribbage
 2. Challenges
 3. Signalling
 4. Compass games
 5. Nature games
- E. Equipment —
 1. Preparation of overnight kits
 2. Bed rolling
 3. First Aid kits
 4. Utensils
 5. Clothing
- F. Safety and Health —
 1. Roadside safety
 2. Poisonous plants
 3. Drinking water
 4. Pack carrying

XVI. Outdoor Cooking and Firebuilding

- A. Organization of games.
- B. Firebuilding and apparatus for cooking —
 1. Boiling
 2. Toasting
 3. Baking
- C. Kinds and uses of firewood.
- D. Selection of menus.
- E. Outdoor etiquette.
- F. Safety precautions.

XVII. Pioneering (to be given outdoors)

- A. History and adaptation to camp sites.
- B. Pioneering projects —
 1. Cache
 2. Incinerator
 3. Drains
 4. Shelter
 5. Cranes
 6. Kitchen equipment
 7. Sanitation
 8. Lashing and knotting
- C. Advanced and trick cooking.
- D. Safety.

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

ASTRONOMY. "Earth, Moon and Planets," Fred L. Whipple. Blakiston Publishers, Philadelphia. 293 pp. illus. \$2.50. Latest information. Non-technical language. Planet finder and star charts.

Birds. "American Water Birds, Also Hawks, Owls and Game Birds," Maitland A. Edey. Random House, New York, 72 pp. illus. \$1. Almost half the pages are Fuertes color plates from the New York State Museum.

"Birds in Your Backyard," Virginia S. Eifert. Illinois State Museum. 238 pp. illus. 60 cents. Native birds in their haunts with a check list for Sangamon County. Useful in many communities.

"Bluebird Housing Project," T. E. Musselman. Audubon Society of Missouri, Sullivan, 1941. 75 pp. mimeographed. The author has distributed leaflets of plans for houses and for placing them. In good years he has "better than 90 per cent occupancy."

Camp Woodholm, nature training school of the Worcester Natural History Society, West Boylston, Massachusetts, reports for its first season, 1941. There was an adult leader's camp and three groups of children leaders each for a three-week period. A nature trail, a wild flower and fern garden, and maintaining a flower table were some of the projects. Volunteers assisted Robert T. Cossaboom, the director.

Camps. The following statistics were recently gathered from camp directors, Connecticut Valley Camping Association. Fifty per cent expect a larger enrollment, 33 per cent plan to expand activities, 33 per cent are inclined to take more children, both paying and charity, 50 per cent anticipate a shortage of men leaders, 4-H camps do not expect older members, 60 per cent have offered their facilities for evacuation uses. This may be suggestive as to the camping situation in your area.

"Community Camps Manual." Work Projects Administration, 49 Fourth Street, San Francisco. 36 pp.

Conservation. The New Hampshire Conservation Federation, formed at the University of New Hampshire, Durham, comprises all state and local

organizations interested in conservation. The Federation aims to promote conservation education at all school levels and to promote legislation favorable to the cause.

"Fish Cookery in the Open," W. T. Conn. U. S. Bureau of Fisheries, Department of Interior, Washington, D. C. 25 pp. From fish cakes to oyster stew.

"Fishing, Complete Handbook," Don Carpenter. Canfield Publishing Company, Washington, 42 pp. 35 cents. New tricks for old timers by a scout-master.

Forest Fires, Sabotage by. A new Massachusetts law compels towns with forest lands to patrol their forest during periods of fire hazard. The weather is divided into five classes. On rainy or damp days there is no hazard. The number of patrolmen in the average town ranges from one to four.

"Forest Recreation in Alaska." A mimeographed pamphlet on the recreational facilities of the Kenai Division of Chugach National Forest, S. W. Alaska. Write to Reginald Forester, U. S. Forest Service, Juneau, Alaska.

Girl Guide Camps are considered important enough to be financed by the British government. The objectives are safety, release of nerve tension, education, recreation, democratic procedure, international friendship.

Hotel Nature Service. Maurice Brown, naturalist for the Treadway System of Hotels, is stationed at Long Trail Lodge, Rutland, Vermont, in the summer. It took him four years to develop a bog garden of four hundred plants. He calls a nature trail an "outdoor museum." The Treadway System must believe that walks and talks about nature pay dividends.

Lanier, Sidney (1842-1881). A peak in the Great Smoky Mountains National Park has just been named for this great southern poet and flutist who served in the Civil War as a Confederate soldier, and later became a member of the faculty of Johns Hopkins University. Do you know his *Song of the Chattahoochee* or *The Marshes of*

Glynn? *Tiger Lilies*, his first novel, depicts the Great Smokies.

Museum Workshop has recently been completed at Trailside Museum, Cook County Forest Preserve District. Preparation of microscopic slides, minerals mounted in colored plaster of Paris, preparation of skeletons, bird models, and the ancient art of "makeshift" when money is scarce are some of the activities. The laboratory-workshop is the headquarters of work clubs.

"*National-Forest Vacations*," fifty-four page, illustrated pamphlet on outdoor recreation in 160 national forests. U.S. Forest Service, Washington.

National Parks. Great Smoky Mountain National Park with 1,247,019 visitors was the "most visited" national park during the 1941 travel season. Shenandoah was second. Fort McHenry and the Statue of Liberty led in national monuments. All of which shows that there should be superlative outdoor areas reserved from the Appalachians eastward.

Nature Books. The Boston Public Library and the twenty-seven branches in which there are children's departments have loan boxes from the Children's Museum. The loan box contains exhibit material closely related to some recent book for children and stimulates reading. "Loan Exhibits of Boston's Children's Museum" is an article in *The Museum News*.

Park Museums are interpretive facilities rather than biological morgues. They usually contain libraries, lecture halls, and graphic devices. The museum interprets the real exhibit which is the park. To see "in a nutshell" the rock layers of the Grand Canyon which are one mile thick, the story of a military campaign, the migratory routes of birds, or the kitchen at Washington's headquarters, or to hear local bird songs by a good whistler is one thing. To view trees on a nature trail, to see a wild flower garden arranged in natural settings, to read an historic site marker, to visit an observation point and orientation station, and to go on a hike or motor caravan tour is also good technique. The interpretation of a park must be based on sound policies and a broadly conceived interpretive system.

Picnics have always been a kind of people's college among farm families. At picnics the women trade ideas and the men swap information. (From *Consumers' Guide*, December 1941.) Other activities are described in *The Picnic Book* available

from the National Recreation Association. Price \$1.25.

"*Plants, House*," Farmers' Bulletin 1872. U.S. Department of Agriculture, Washington, 1941. 30 pp. 5 cents.

"*Projects for Scouts*." Rural Scouting Service, New York. 30 pp. 10 cents. Practical for individual or group work.

Recreation Museum is the name given by San Francisco's Recreation Department to its children's museum. The policy is broad enough to allow the child to use "his leisure time doing the things he likes to do." The museum exhibits are a background for guidance and inspiration.

Terrarium. Are your plants moldy? Too much water. Weak and spindly? Too much heat. Check mold development by dusting tank lightly with powdered sulphur. Treat badly damaged plant stems with powdered charcoal.—*Arnold Blaufuss*, *Turtlex News*, February, 1942.

Travel. The 1942 Travel Planning Conference, second of the Western State Promotion Council, was devoted to a "See the Old West" campaign. The preserving of customs and physical remains of the early days is commendable and also good business. "Travel is the freedom of movement, the basis of all forms of freedom," according to Percy Montgomery of the *San Francisco Chronicle*.

Trees. Starting a tree club this spring? If so, get out your nature-grams on trees and forests. By the end of January, 1942, there had been eleven nature-grams on trees and twenty-two nature-grams on forests. What we have said about trees might be about such items as stars, birds, flowers, or radio. Nature-grams are more useful when pasted on library cards and arranged alphabetically by subject. Make them work for you the year round.

True to nature stories, books on science for the layman, and books which embody the translation of technical findings into language that was simple but not childish were, within the memory of your chief nature-grammer, as scarce as hen's teeth. To-day it is not a question of finding new books to be announced as a nature-gram—it is a question of which ones to announce. If a fellow had money enough, what a library on nature recreation he could accumulate! Science hobbies alone would fill a twelve foot shelf. Trust that you are keeping "tabs" on these announcements for your next book order.

A Study of the Park and Recreation Problem of the United States

THIS VOLUME, prepared by the National Park Service, represents a significant contribution to park and recreation literature. To a large extent it is based upon the findings in the Park, Parkway, and Recreational-Area Study conducted by the Service under authority of an act of Congress. The introduction to the volume states: "Its purpose is to present an over-all picture of recreational needs and of the methods by which it appears that public agencies must move to meet them if they are to be met satisfactorily."

The volume is roughly divided into two sections: one dealing with various aspects of park and recreation planning, facilities, administration, and related problems, and the other, with a record of existing major park and recreation facilities in each of the states. The entire volume merits careful study by all who are concerned with or interested in parks and recreation. The following are a few references to statements of unusual significance.

Following an interesting statement of recreational habits and needs of people, a number of outdoor recreational trends are indicated with special consideration to such activities as touring, picnicking, water sports, hunting and fishing, and other activities primarily carried on out of doors. An attempt is made to set down certain principles that should be followed in meeting man's needs for recreation, yet it is recognized that "any standard yardstick on the acreage and number of areas necessary is impossible. The great need is for open public space in and near the urban centers. These open spaces should bring the country into and through the urban area in the form of wide parkways, tying together a system of large open areas."

A study of land and water areas reveals interesting data such as "from about fifty-five per cent of the land the needs of the prospective population of the United States for food, wearing apparel, shelter and commodities for export, except forest products, can be met for an indefinite period. . . . With only about six tenths of one per cent of the total area now occupied by urban populations, it is unlikely that more than one per cent—including the playgrounds, playfields, parks, and parkways within urban limits, will ever be required for our cities." In the consideration of planning by regions, the conclusion is reached

This attractively illustrated and informative report of approximately 300 pages should be in the library of every park and recreation worker and official. Copies are obtainable at \$1.25 each from the Superintendent of Documents, Washington, D. C.

"that the great bulk of the recreational requirements of its inhabitants, including all strictly day-use recreation, must be met within it in spite of the improved means of transportation and increased leisure time."

Although "the planning of recreational systems and areas is not an exact science" and "there is no standard pattern for such planning," the following major factors require consideration in it: "(1) Recreational requirements for the population to be served, by kind and quantity; (2) The kind and quantity of land needed to meet those requirements; (3) The lands available and suitable for the kinds of recreation to be supplied and not more valuable for uses other than recreation." Much consideration is given in the report to practical problems involved in the planning of park and recreation areas.

Following a brief analysis of the present public outdoor recreation facilities under various governmental auspices, consideration is given to the various factors involved in their administration. Existing policies of park authorities and practical suggestions for more effective operation are given. For example, in considering the problem of personnel it is suggested: "From a long range viewpoint it appears desirable as a general practice to make original selections of administrative and technical personnel for park and recreational work from among the top ranking graduates of American educational institutions and to confine original

(Continued on page 112)

Do You Know How to Walk?

By JAMES H. HOCKING

SINCE WALKING is a main activity of life, it would seem that everyone would learn to move correctly, whatever his size or age. Just watch your step now, and see if you do it correctly.

To really walk, you must use a heel and toe stride. The heel should touch the ground first, then the ball and the toes, to give the final spring to the foot. The feet must point straight ahead, not to the sides. The body should be carried erect, the arms swinging naturally, the lips closed, and the lungs taking the air through the nostrils.

Perhaps you have been coming down on the balls of your feet with the toes pointing to the sides. This is a common error and is responsible for fallen arches and feet and hip trouble. Misfit shoes, too tight laces, and poor fitting socks are other faults that prevent smooth navigation over Mother Earth—little things, but they all figure in the total against walking.

Walking, to the average man and woman, is really one of the lost arts. They fail to realize the miracle they are performing in lifting up their feet and putting them down again, and they do not appreciate the fact that throughout miles and hours of travel, the body is supported on one leg at a time.

The muscles and nerves of the entire body are stimulated. The sun shines on you—when it shines anywhere—and you breathe and inhale an extra volume of life-giving oxygen. Your heart action is quickened and the blood is sent with greater force to all parts of the body to nourish it, while it also carries off with greater energy the wastes of the tissues.

There is no better form of exercise for any person than walking. You don't need a caddy for it, nor a tennis racket, nor a bathing suit. It is the cheapest and the best thing in the way of natural tonic that God has provided. How many ills to which our flesh is heir would vanish like the morning mists, if we

In the January 1942 issue of *Recreation* we published a note about Mr. Hocking who, a few years ago, accompanied Dr. Finley on his birthday walk around New York City, and who celebrated his own eighty-fifth birthday by taking a fifty-five mile walk. In this issue Mr. Hocking gives us some hints on how to walk.

would walk several miles in the open every day.

The consistent pedestrian will score to his credit every week twenty miles of vigorous tramping. A thousand miles a year makes an impressive showing; it goes far to "slam the door on the doctor's nose." No other recreation is

comparable to this. It is a pleasure to walk in fair, mild weather; but there is also a pleasure on gray, cold, snowy days.

To exert the body; to put one's strength against the winds; to cause the sluggish blood to stream warm against a nipping cold; to feel the sting of sleet on one's face; to bring all one's being to hearty, healthful activity—by such means one comes to the end, bringing to his refreshment, satisfaction; to his repose, contentment.

Do you remember the story of the man who was told that a certain rare herb that grew in the woodlands surrounding his village had healing virtue that would restore his health? He searched every day for months and months, going farther and farther afield each time. At the end of many months the herb had not been discovered, but the man found himself vigorous and perfect. The virtue was not in the plant, but in the search, which necessitated walking.

Time was when five or six miles a day were a mere jaunt to the post office, the general store, or the next door neighbor's, but many of us, in this motorized age, have almost forgotten walking as a pleasure and an adventure now that it is no longer a necessity.

Explore your community and its environs on foot and you will find many things to interest you that you have probably never been aware of. In planning your leisure hours, save some time for a walk. Start walking for exercise with open eyes and ears and an expectant mood, and you will soon find yourself walking for the joy of it. A famous school of philosophers had all of their

(Continued on page 114)

The lost American art of walking may be revived, it has been suggested, if the rationing of automobile tires continues and if the American people retain the health-conscious attitude that has gained such impetus the last year or so.

World at Play

Victory Gardens for Cleveland, Ohio

PAUL R. YOUNG, School Garden Supervisor, Board of Education, Cleveland, Ohio, states that last year over 17,000 children were enrolled in the school-home garden program. This is the eleventh year for the home program in Cleveland. The keynote of the program is sounded in the statement which appears in connection with the printed announcement: "Vegetable and flower gardening has been recognized by our government as a desirable wartime activity. Let us all do our part by joining the 'Gardening for Victory' movement."

Photography Is Hobby of Playground Boy

as this month's frontispiece when he was about sixteen years of age. The picture was taken under the story tree at Central Playground where stories are read or told every afternoon at three o'clock. Even the leader did not know the picture was being taken.

National Cooperative Recreation School

THE Cooperative League of the United States of America announces its seventh annual National Cooperative Recreation School to be held on the campus of Mission House College, Plymouth, Wisconsin, June 13 to 26, 1942. The emphasis this year, as in previous years, will be on those types of recreation in which everyone participates—the kind of recreation which will help build stronger social bonds. Instruction will be given in social recreation leadership and play party games will be stressed. There will also be courses in group singing and instrumental music, in simple forms of dramatics, and in acting and direct-

DONALD LOOK, a playground boy of Andover, Massachusetts, took the picture used

ing. Complete information regarding the School may be secured from Miss Ellen Edwards, The Cooperative League, 167 West 12th Street, New York City.

Training Courses in Long Beach

THE Recreation Commission of Long Beach, California, is conducting two four-week training courses on games, pastimes, stunts, and frolics for members of the recreation staff and their wives. The first four-week course, held on Mondays from 7:30 to 9:30, is to be followed by a similar course for volunteer recreation workers serving in municipal and school centers, churches, and industrial establishments.

"Home By Midnight" Their Slogan

THE Girls' Cabinet at Heights High School, Cleveland Heights, Ohio, has a new club known as "Cinderella's Home-by-Midnight Club." This club is an outgrowth of the present emergency. Since gas, tires, and other essentials must be conserved, the Girls' Cabinet has decided on this club as a means of encouraging students on dates to be at home by twelve o'clock not only for the conservation of war materials, but to promote better health among the students.



Courtesy Board of Education, Cleveland, Ohio

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"Forests and People," An Annual Report— Under this title the Chief of the Forest Service, United States Department of Agriculture, has submitted his annual report for 1941. There is much of interest to all citizens in this discussion of the place of forests in the world crisis and the contributions they have to make to economic and social well-being. On June 30, 1941, the national forests alone with their purchase units included 177,497,531 acres owned or in process of acquisition by the federal government within forty-two states and two territories. Included in the recreation facilities developed in forest areas are 2,300 camp grounds, 572 picnic areas, 1,381 combination camp and picnic areas, 201 swimming areas, 254 winter sports areas, fifty-four organization camps, and eleven resorts developed for the enjoyment and convenience of the public.

"Games for Yanks"—This booklet represents a very interesting project conducted by the Industrial Arts Laboratories of the Chicago Public Schools under the leadership of Dr. Louis V. Newkirk. Pupils of the schools constructed games of various kinds, a number of which have been brought together in an attractive booklet entitled

"Games for Yanks" printed by the Washburne Trade School of Chicago through the cooperation of Philip L. McNamee, Assistant Superintendent of Schools.

Directions for making and playing about fifteen games, such as dart ball, table tennis and shuffleboard, will be found in this booklet, which is designed to be used in helping to provide recreation for the armed forces. In reply to a question as to how this booklet might be secured, Dr. Newkirk writes: "The book is being presented free to schools that may wish to make some recreational equipment for use in the armed forces." Since Dr. Newkirk has written that he will be glad to have it mentioned in RECREATION, we assume that requests from recreation groups for a copy of the booklet would be favorably considered.

Recreation Centers in Railroad Stations—

At the Union Station in St. Paul, Minnesota, there is a Terminal Recreation Center operated as a commercial enterprise which provides an opportunity for travelers to bowl, to play ping pong, cards, and to practice golf under professional instruction. In addition to attracting travelers who have free time between trains, the center is attracting residents of St. Paul as well. The center is located on the second floor of the Union Station building and occupies an area of about 24,000 square feet. There are a soda fountain, a luncheon counter, lounge room, and locker room for the convenience of those using the center. A false ceiling helps to absorb the noise in the room. According to information from St. Paul, the center is an attractive place and the fees are nominal.

Visitors to New York who come through Grand Central Station know of the moving picture theater which caters there to those with time between trains.

Totem Poles and Tepees

(Continued from page 99)

summer. The city was divided into six sections and 2,000 children from each section were taken to the Garden every Monday. At the Zoo they were entertained by Susie, the famous gorilla, and two performing chimpanzees. The rest of the day was spent watching the other animals and riding on the park concessions.

Before the summer was over more than 13,000 boys and girls in Ohio's second city had shared in Mr. Williams' recreation programs.

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Summit's Trailer Theater

(Continued from page 78)

painted the theater with the help of some of the older boys from the playgrounds. The floor is gray and the walls white. Over the archway topsy-turvy letters announce that this is a Children's Theater. Circus figures cavort along the sides of the arch and two fiery-breathed dragons watch over the little playhouse from the portable wings.

A discarded curtain from one of the Chatham Township schools was redesigned into a stage curtain and draperies for the exits. Fortunately the curtains blended with the color scheme of the theater decorations.

The next problem for the dramatics department was transportation. The tractor which ordinarily pulls the grass mowing machine was borrowed for the purpose and hitched to the theater with a trailer hitch and bumper connection. Liability insurance has been taken out to protect the Board of Commissioners while the theater is in use on the playgrounds or on the road.

Every dramatics group is asked to provide the

cast for one play during the summer and the theater travels to each of the playgrounds in turn according to a prearranged schedule.

The cost of constructing the Children's Theater was comparatively small, since the maintenance department personnel, playground workers and children provided the labor. Summit's recreation commissioners consider the \$73.69 spent for materials a good long-term investment, since young playground Thespians will be playing their parts on this trailer stage for many years to come.

Our Neighbors to the South

(Continued from page 88)

Third Feature: BRAZIL

Dance: "Zomba."

Game: "Pass the Rattle."

Fourth Feature: CUBA AND HAITI

Dance: "La Conga."

Game: "Balloon Juggling."

Fifth Feature: HAWAII

Dance: "Aloha."

Song: "Yoki-Hula Hoki-Doola."

Sixth Feature: MEXICO

Song: "Fiesta."

Dance: "Mexican Regional."

Seventh Feature: PERU

Dance: "Inca."

Specialty: "Street Players and Vendors."

Eighth Feature: Procession of other countries in characteristic specialties.

PART TWO—The United States

SECOND EPISODE: Typical American Folk Games, Dances and Songs.

First Feature: Dance: "Jitterbugs."

Second Feature: Dance: "Virginia Reel."

Third Feature: Dance: "Majorettes."

Fourth Feature: Dance: "Break-Down."

Fifth Feature: Song and Dance: "Little Log Cabin in the Lane."

Sixth Feature: Song and March: "There Are Many Flags."

Seventh Feature: Song: "I Am An American."

Dance: "Cowboy Fling."

Song and Pantomime: "Cowgirl's Dream."

Finale: ENTIRE CAST

"Grouping of the Flags."

Exit March: Medley of national airs.

"Keep in Tune with the Times"

(Continued from page 72)

important place in the summer playground program. A special mimeographed bulletin of patri-

otic songs could be placed in the hands of each leader who in turn would teach the songs to the children. *Let's Sing the Same Songs*, prepared by the National Recreation Association, presents good songs to know while waiting for the "all clear." A volunteer song leaders' institute will provide the necessary leaders for community singing, which was so popular during World War I. If your city has summer band concerts, by all means stimulate interest in community singing.

Nature and breakfast hikes, victory gardens and the use of slogans on playground bulletin boards are other potential means of keeping your program in tune with the times. The slogans on the bulletin boards might deal with such subjects as conservation, nutrition, health, morale, safety, first aid. Slogans could be changed each week. It is a good idea to have a War Bond Savings Slogan Contest among the children on the playgrounds. Examples of slogans are "Bonds or Bondage—We Can Have Our Choice," "Liberally Buy So Less May Die," "Democracy Deserves Saving." Defense stamps might be awarded as prizes.

Where neighborhood associations, mothers' clubs, or parent-teacher associations exist and are interested in the playgrounds, why not give them some responsibility for service towards the war effort? The local Civilian Defense Council could count upon them to salvage waste materials which in turn would be sold and the profits used by the neighborhood playground association for equipment. Scrap metal, old rubber, paper, cardboard, rags and bones are in great demand by Uncle Sam. The Junior Red Cross would welcome the assistance of neighborhood groups and children in making things for military hospitals.

Dad's Day on the Playground

(Continued from page 96)

3:30 RECREATION GAMES

Cub ping-pong tournament

Midget horseshoe tournament

(Cubs and Midgets change on completion of tournament)

4:00 SLOW PITCH BALL GAME

North side dads vs. south side dads

4:30 MIXED VOLLEYBALL

North side champions vs. south side champions

The bicycle races were conducted by a wheelsman club. They were held on a one-half mile track which encircled the park. The track was narrow, therefore only three could enter the track abreast, and the only way of determining the winners was by the time element. Four judges with stop watches were stationed at four different spots

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on the track, and the starter was located in the middle of the field. The starter gave the preparatory command by raising his arm and lowering it, and the judges relayed the command to the racers; then he fired the starting gun. The racer who turned in the best time was the winner. If there were only eight riders, the two riders with the best time were pitted against each other. As noted in the schedule of activities, the age classification of the softball leagues was used in the racing events, with the addition of a senior division for men twenty-one years and over.

The mixed volleyball game between two sectional mixed volleyball leaders was staged to attract the older boys and girls, and this activity proved to be quite interesting. Other methods used to draw more boys and their fathers were the table tennis and horseshoe tournaments for the cubs and midgets.

The highlight of the Dad's Day was the slow-pitch ball game between the dads of the south side and the dads of the north side. This game, a big factor in the success of the celebration, helped make a day which the fathers won't soon forget, for it made them feel a part of the program and not merely spectators.

"Hands Up"

- Here is a novel booklet prepared for the National Recreation Association by Marguerite Ickis which will serve many purposes. For quiet hours on the playground; in case of air raids; for children in institutions; for boys and girls everywhere—this booklet will prove helpful and popular. It will, too, have an irresistible appeal for adults!

There are three general subdivisions: Hand Games; Hand Tricks; and Finger Plays—all attractively illustrated.

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NATIONAL RECREATION ASSOCIATION

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New York City

When Schools Close for the Summer

(Continued from page 70)

America," sung on the microphone with the children joining in the chorus. As the finale, in which the entire group participated in forty-two circles with thirty-two in a group, came the "Stars and Stripes Forever" by John Philip Sousa.

A Study of the Park and Recreation Problem of the United States

(Continued from page 105)

selection to the lower grade positions of the particular service or class. Such a procedure, if coupled with wide latitude for advancement and assurance of continuity of employment, will tend to eliminate from an increasingly specialized field those who either have already failed at some other profession or who lack the ability and energy to make a place for themselves in any field."

In discussing the subject of fees and charges the report states: "It is well to recognize that no park system has ever been made self-supporting through a system of fees and charges and a determined effort in this direction inevitably will restrict the service of the park agency and diminish the public benefits which accrue from it. . . . In the essential

Ella Gardner

THE NEWS OF ELLA GARDNER'S sudden death on March 29th at her home in Washington came as a great shock to her many friends in the recreation movement. No one who knew her even slightly can ever forget that radiant personality, the sense of joy of living which she seemed to personify.

There was never a time when Ella Gardner was not interested in recreation. Three years before entering college she planned and directed Sunday school plays and parties, and as a young girl in school, tennis, basketball, and swimming were among her favorite sports. She became a playground worker on the Washington playgrounds in 1913, serving as a playground director for two years and for three years as director of girls' activities. Her college courses at George Washington University and later at Columbia University were planned to give her additional training for her chosen field of work, and after serving a few months as special agent in the Department of Labor she became superintendent of recreation at Altoona, Pennsylvania, later at Asbury Park, New Jersey, leaving this city to become director of recreation at Fairmont, West Virginia.

In 1925 Miss Gardner became recreation specialist in the United States Children's Bureau; for the past few years she served in a similar capacity in the Extension Service of the Department of Agriculture. Service to rural people became her consuming interest. In institutions and training courses and through her advisory service, but most of all through her own personality, she influenced thousands of rural leaders.

Through these leaders and others whose lives she touched, Ella Gardner's capacity for joyous living and service will continue in ever-widening circles.

functions of Government, however, the primary consideration is public service; and financial returns must be considered subordinate to the purposes for which any particular agency is established. Since provision of opportunity for recreation is an essential function of Government, policies and practices should be determined accordingly."

Joseph Lee Junior Leaders

(Continued from page 80)

vacation trip. There are limits on the amount of responsibility young people can carry and they

may well have no experience or skill in organizing groups.

Among the qualifications which should be kept in mind in selecting Joseph Lee Junior Leaders are interest, initiative, a pleasing personality, ability to command respect of others, and certainly dependability. Willingness to devote a certain minimum number of hours each week should be one of the qualifications for selection. The junior leader should also know a good deal about arts and crafts or games or nature or storytelling if he is to help with one of these activity groups. If the junior leader is to do more of maintenance and clerical work than actual leadership work, some of the qualifications suggested are obviously of less importance than others.

A training institute for Joseph Lee Junior Leaders would help them a great deal in preparing for service, just as such an institute has been found valuable for senior staff workers. In addition to activity subjects, the institute should include sessions devoted to department or playground policies and traditions, and time should be given to considering the handling of problem situations which may arise. A training institute would give real meaning to being Joseph Lee Junior Leaders.

Joseph Lee Junior Leaders should have a button, a badge, a ribbon or perhaps an armband so that they will be recognized. The wearing of such a symbol will also help the junior leader to remember his responsibility. There may be an advantage in encouraging these junior leaders to have an organization of their own and to have meetings where they can discuss situations which arise.

Joseph Lee Day activities each summer could feature the Joseph Lee Junior Leaders. On that day appreciation could be expressed in some fitting way for the service which these boys and girls are giving in memory of Joseph Lee. Joseph Lee Junior Leaders could themselves on that day organize a special tribute of their own to Joseph Lee.

Each playground director will need to give some time to the Joseph Lee Junior Leaders on his playground. In a city with a large number of playgrounds, it may be advisable to assign some staff member to give all of his time to working with the junior leaders to make their service most effective. Joseph Lee Junior Leaders under proper leadership, however, can free paid leaders so that they can start new activity groups, or give more time to program planning or do more of the many things they could not otherwise do. One of the most effective services junior leaders can per-



form is holding together and helping an activity group started by a paid leader while that leader starts another activity. Playground directors know only too well how much it means to have a great many activities available to children on playgrounds.

Service as a Joseph Lee Junior Leader provides a young person with unusual opportunities for developing qualities of leadership and for directing these qualities into proper channels. Whether or not these young people eventually develop into professional leaders, former Joseph Lee Junior Leaders are certain to appreciate more deeply what Joseph Lee did during his lifetime for the recreation movement in the United States, and they cannot help becoming enthusiastic supporters of their local recreation program.



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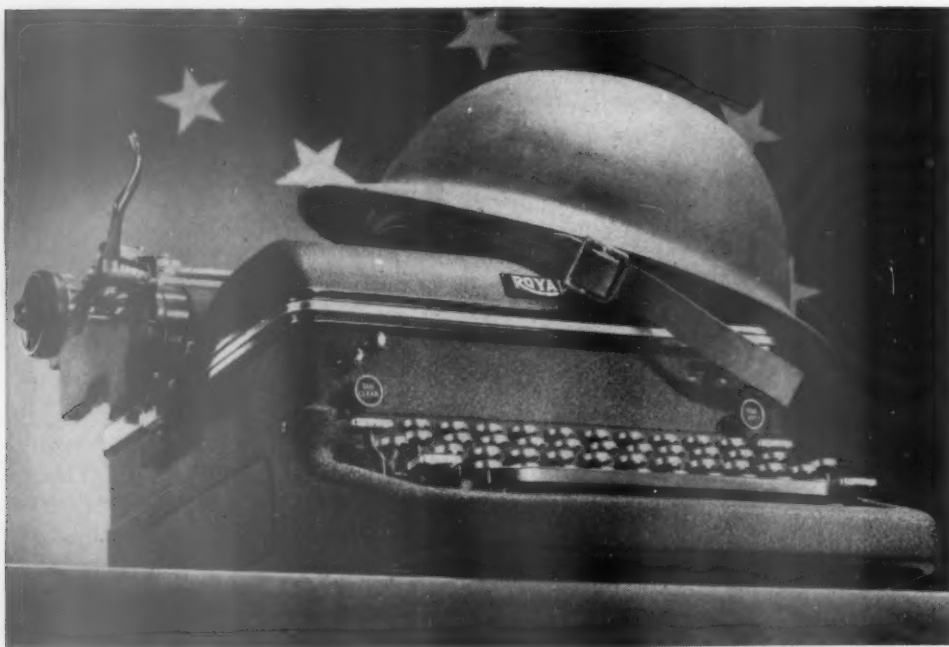
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Do You Know How to Walk?

(Continued from page 106)

discourses while walking and thus came to be called the "peripatetics." It is easy to understand how

the philosophical attitude flourished while walking. One of our well-loved Americans — George M. Cohan — prescribes a walk to banish dejection and despair. "You never heard of anyone," he said, "doing away with himself after a long walk."

Los Angeles Opens an Arts and Crafts Center

THE LOS ANGELES, CALIFORNIA, Playground and Recreation Department has opened a hobby arts and crafts institute in what was formerly the Barnsdall Playground Community Building. Here children and adults may join free classes in fine arts, metal tooling, leather work, weaving, jewelry making, furniture building or remodeling, wood-working, and many other handcrafts. Volunteer instructors from the art departments of the University of Southern California and the University of California at Los Angeles help in conducting the classes, which are open every weekday for adults, with morning and afternoon groups for housewives and others with daytime leisure, and evening instruction for men and women busy during the day. Children's classes are held on Saturday.

For more than twelve years the handcraft workshop has been housed in two small rooms of a very busy community center which has not been adequate for the demands made upon them. With the redecorating and reconditioning of the Barnsdall center, Los Angeles will have a dignified and attractive setting for its arts and crafts program. There is now a separate room for metal crafts, as well as ample space for pottery, clay modeling, sculpturing, woodcraft, and wood carving. A large room which can accommodate many easels is used for painting, and a number of the classes are held outdoors. A special room has been designated for miscellaneous crafts, and opportunities are provided for designing and creating stage settings.

A Circus and Variety Show for Painesville

(Continued from page 71)

Of course we needed lumber, and this we found at a city warehouse where boards had been stored from an old building which had been torn down.

There was the important problem of creating the right atmosphere. A WPA worker assigned to the Recreation Department tackled this. Securing some muslin which he starched to give it body, he painted a "near professional" scene in a huge frame. Children from the playground went enthusiastically to work filling in the outlines which he had drawn.

The making of animals required the combined

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efforts of three of the Recreation Department staff and of many of the children who spent hours working at the American Legion Auxiliary building which the Legion gave the Department as a center.

The problem of the skunk was one which might have presented difficulties. Would anyone be willing to take the part of this unpopular animal? But when the call for volunteers went out we were swamped with applicants!

How were we to light the stage? A resident whose great hobby is stage lighting volunteered his services and spent many hours preparing for the program.

And finally came the biggest problem of all. On the day of the circus a number of mothers became so worried over the infantile paralysis scare that some of the performers were withdrawn. Several members of the Department spent a busy morning securing and training new performers, but the show went on!

The Program

The show opened with a parade of the Recreation Department's drum and bugle corps in their brilliant uniforms. Then came the circus band, a unit from the high school organization. Following were the animals. The one real live animal, the McCollister pony, drew a round of applause as it trotted along pulling its homemade chariot.

First on the program came the clown tumblers, an entertaining group which kept the crowd roaring. Next came two tumbling acts by girls, followed by the elephant act which went splendidly until the elephants started to leave the stage, when one of the keepers forgot to take his charge with him. Susie, the lone elephant, stood first on one foot and then on the other while the keepers and the head man argued backstage about who was to go back and get her. Finally one of the clowns led the elephant off stage. This unplanned stunt was thought by many to be one of the funniest acts of the circus program.

The bull fight was "tops" for laughs, for Ferdinand was whirled around so many times that he finally collapsed from dizziness!

Then Came the Variety Show

When the circus acts were over the lights went off, a curtain of green cheesecloth descended over the circus back drop, and the staff set to work arranging lights and a setting for a garden scene in which the "Collegians" staged their variety show.

Plans are already under way for next year's performance in which the circus will be the main feature.

A Playground Circus in Wilmette

(Continued from page 71)

performance was given by playground children, assisted by the staff and several high school boys who acted as clowns and barkers.

The Side Show

The side show was situated so that most spectators had to pass it in order to reach the "big tent" where the main show was held. A five cent admission charge to the side show, together with the profits from the concession stand, helped defray expenses.

The side show attracted large crowds as the barker, a staff member, glowingly described the miracles going on inside the enclosure. The outside of the tent was bedecked with gaily colored posters advertising the "freaks" inside. Hunky Dora, the fattest woman in the world, was there to greet the crowd. Madam DePython, the snake charmer from the Orient, thrilled everyone with her daring act. The bodyless woman was treated royally as spectators treated her to pop, ice cream, and candy. The Wild Man's performance brought about much laughter and seemed to be the highlight of the side show attractions. The Bearded Lady and the Strong Man attracted much attention.

Another great attraction in the side show was the marvelous museum comprising the January ground hog, a piece of pork sausage; the swimming match, a match floating in a bowl of water; the grave diggers, a pick and a shovel; the red bats from Australia, two red bricks; the monkey cage, a large mirror reflecting the spectator's own image; the barking dog, a frankfurter. There were additional articles of interest in the museum.

The Performance

The main circus performance began with a grand march around the center ring, followed by the performing ponies given by a group of the playground's youngest children. A tightrope walking act, a bouncing tumbling comedy, and hippodrome races were some other numbers in the main show. The climax of the circus was the Wild West show in which a battle between the settlers and the Indians ensued with the western boys coming to the rescue.

Thus ended another Wilmette playground-made circus.

A Victory Sing

ON WASHINGTON'S BIRTHDAY, the Recreation Department of Austin, Texas, the College of Fine Arts of the University of Texas, the PTA, City Federation of Women's Clubs, the Chamber of Commerce, civic clubs and churches of the city united in a Victory Sing conducted by Augustus D. Zanzig. In connection with the sing, the order given by George Washington to his army was spoken over a microphone behind the scenes as a picture of George Washington was projected on a screen on a wall beside the stage. The order which Washington issued on July 2, 1776, in expectation of a severe attack on the American forces was as follows:

"The time is now near at hand which must probably determine whether Americans are to be Freeman or Slaves, whether they are to have any property they can call their own, whether their Houses and Farms are to be pillaged and destroyed, and they consigned to a state of wretchedness from which no human efforts will probably deliver them. The fate of unknown millions will now depend, under God, on the Courage and Conduct of this Army. Our cruel and unrelenting Enemy leaves us no choice but a brave resistance, or the most Abject Submission; this is all we can expect—we have therefore to resolve to conquer or die. Our own Country's honor, All call upon us for a vigorous and manly exertion, and if we now shamefully fail, we shall become infamous to the whole world. Let us therefore rely upon the goodness of the cause, and the Aid of the Supreme Being, in whose hands Victory is, to animate and encourage us to great and noble Actions."

King Arthur Rides Again

(Continued from page 82)

ally a "Palace of Glass." Around the kitchen and dining hall, too, hung the aura of adventure. The dining hall—the "Firmament"—was decorated with many-colored stars. The "Morning Star" was the kitchen where the first of the day's activities began. And it's there that the queens prepared the daily meals. (Queens that are really queenly, you see, are servants of their people.) The effect of being served by a queen was so startling to a little colored girl that she claimed that she fully expected to eat like a king! It took the children themselves to add the final touch to the firmament area. The dish washing machine

Magazines and Pamphlets

Recently Received Containing Articles of
Current Interest to the Recreation Worker

MAGAZINES

- Camping Magazine*, March 1942
"Planning for Sunday" by Mary Margaret French.
Programs for Sunday camp services
"Rooting the Camp in the Country" by Adria Galbraith. No policy of isolation for summer camps
- Camping World*, February-March 1942
"The Defense of the American Way of Life" by Ira S. Wile, M.D. Democracy in camping
- Childhood Education*, March 1942
"We, Too, Like to Play" by Jeanne H. Barnes.
Recreation for children in institutions
- Garden Digest*, March 1942
"Practical Vegetable Gardening for the Amateur" by James S. Jack. Reprinted from the New York *Botanical Garden Journal*
- Journal of Health and Physical Education*, March 1942
"Come to the Mardi Gras" by Helen Fahey. Plans for a playday
"Recreation and Wartime Morale" by Earl Minderman
- Journal of Physical Education*, March-April 1942
"Blueprint for a Physical Fitness Week" by J. Wes McVicar
"The Polio Swimming Club" by Claude A. Neavles.
A club for infantile paralysis victims
- The Nation's Schools*, March 1942
"Community School at Glencoe" by John McFadzean
- Parks and Recreation*, March 1942
"Hard Surfaced Tennis Courts in the South" by R. S. Marshall
"Recreation and Wartime Morale"
"Regarding Taxes on Recreation Charges." The Treasury Department clarifies the question of taxes on admission charges to park and recreation activities
"Wyoming's State-Sponsored System of Municipal Recreation Parks" by Harold L. Curtiss. WPA recreation for men in service and defense workers
- Safety Education*, March 1942
"Physical Education and Safety" by Tom Ausbury.
Secondary School lesson outline and bibliography
"Playground Patriots." Wartime safety for outdoor play

PAMPHLETS

- Fire Protection in Civilian Defense*
U. S. Office of Civilian Defense, Washington, D. C.
- Hometown Games and Crafts*
Division of Community Service Programs, Work Projects Administration, 1206 South Santee Street, Los Angeles, California
- Outline for the Making of Staff Meetings Effective* by Monte Melamed
Grand Street Settlement, New York, price \$.10
- A War Policy for American Schools*. Educational Policies Commission Publication
National Education Association of the United States, Washington, D. C., price \$.10
- Women's Education in a World at War: Ends and Means* by Rosalind Cassidy
Reprinted from *Progressive Education*, November 1941

became the "Big Dipper," and the path in front, where the afternoon milk was served, the "Milky Way."

A Theme for Each Day

Each meal was preceded by grace and prayers. During each morning period before the first meal, a short time was used in presenting the story of the Liturgical Day. A tale couched in the language of the children was presented by one of the counselors, and the story of that day's Saint brought out. From this was taken a theme that could readily be woven into the theme for the whole period of camp, and yet have a special sort of emphasis to that particular day. Often the effects of such a morning start were rather startling.

Take for example, "Adventurous Day." The life of St. Henry was presented in the light of the many unexpected adventures that came to him and how he learned to accept and profit by these new experiences. In relating his life to those of the campers, each girl attempted to accomplish one experience that had never been hers before. Those who had never been in the deep end of the pool conquered their fear to the extent of an excursion to that terrifying place, albeit with the watchful guidance of the lifeguard. Again, and really quite an adventure for one hundred little girls, silence was kept by all during the noon meal. (It might be hard to evaluate who profited most by this, the counselors or the children.)

As the camp proceeded, each day bore its title. "Womanly Day," "Happy Day," "Day of Abundance," "Day of Freedom," and many others. All made their mark on the minds and hearts of these children.

We make no claim that such an integrating theme is the best method for running such a camp. It does seem to have the value, however, of doing away with a point system. Each child becomes a part of a general plan, enthused by the part she plays in the story. The drama moves through each phase of her life, and becomes a part of her. The lessons that she learns come naturally to her as a part of her daily life at camp; the examples constantly before her are accepted as part of the play. There is no necessity for making awards for achievement at the end of camp. Rather, each child has been offered an opportunity to make a contribution to the general welfare. And the contribution has been made by a Lady of the Court—and that makes a difference.

The importance of such training can best be

appreciated when some consideration is given to the background of the majority of the girls. Most of them are from homes where there is far too much worry over the actualities of living to bother a great deal with the niceties of life. When the objectives of a camp experience are set down as attempts to help children to better fit into their everyday existence this method of dramatizing has much to offer. With more experience and with an expansion of such camping experiences, more may be learned about methods of developing such programs and a greater number of girls may have the opportunity to see something of the beautiful in life.

Health Clubs on Cleveland's Playgrounds

(Continued from page 98)

- a. All the time
- b. In the day but not at night
- c. At night but not during the day
- d. Especially in summer
- e. When we begin to get a headache
2. The safest place to play is
 - a. Along a railroad track
 - b. In a busy street
 - c. On a playground
 - d. Where men are building things
 - e. On a bridge

Such questions as these furnished the bases for discussion at many meetings. Later the same test was given again to see how much the children could improve their first scores. During the last week when the champions were being selected, a more difficult test was given.

While the health club is not the most popular activity on the playgrounds, we feel that it is one of the better programs. The Cleveland District Dairy Council, educational branch of the local dairy industry, cooperated wholeheartedly with the playground supervisors. Awards were kept to a minimum and printed materials not only emphasized the importance of milk and dairy products but also discussed all phases of health. All printed materials were submitted for approval to supervisors before they were finally set up and many times contained information suggested or prepared by the supervisors. The Council furnished buttons and printed forms and paid the expenses of the champions' trips to the County Fair.

Plans for 1942 call for a printed booklet for the children to take into their homes. Games to play at home will be included with health and fitness suggestions for the family.

New Publications in the Leisure Time Field

Invitation to Dance

By Walter Terry. A. S. Barnes and Company, New York. \$2.00.

THE FUNCTIONS of the American dance in the theater, in education, and in recreation are discussed in this book which outlines the sources of dance, the influence of other nations on American dance, and the reasons for the current and growing popularity of dancing. Dancing techniques are described in non-technical terms, and the story of dancing in this country is told through the leading exponents of the dance itself. In presenting the field of dancing the author tells about it as an activity that is fun for all to do and stimulating for all to watch. This approach to the subject adds greatly to the value of the book.

The Way of the Storyteller

By Ruth Sawyer. The Viking Press, New York. \$2.50.

THIS DELIGHTFUL BOOK is in reality the story of Ruth Sawyer as a storyteller, and it is human and interesting. The information it conveys to the reader—and the volume is full of practical suggestions—is presented against a background of rich experience and philosophy. The latter part of the book contains a charming group of eleven stories, each with a little introduction by the author.

Woodworking for Fun

Armand J. LaBerge. The Manual Arts Press, Peoria, Illinois. \$2.25.

ATTRACTION THINGS which can be made with simple tools and inexpensive materials are described here in terms which the young woodworker can readily understand, and he will enjoy the way in which the book is written. There are many illustrations accompanied by clear, detailed instructions.

Youth and the Future

The General Report of the American Youth Commission. American Council on Education, Washington, D. C. \$2.50.

THE FACT that the United States has actively entered the war makes more timely and urgent than ever many of the suggestions in this book which rounds out the formulation of the American Youth Commission's recommendations in regard to youth. The report offers specific recommendations for dealing with the complex of economic, educational, and social problems that will confront American youth in the years to come. The plans for action presented in the report embrace such fields as employment opportunity; youth work programs; education; leisure time; marriage and the home; health; delinquency; and citizenship.

The American Book of the Woods

By David S. Marx. The Botanic Publishing Company, Cincinnati, Ohio. \$2.00.

THIS FASCINATING BOOK presents prints and uses of 256 trees, shrubs, herbs, and vines. The illustrations, which are life size with every detail showing, will immediately catch and hold the attention of the reader, and the method of presenting the uses of the trees and plants shown makes the material usable and valuable to nature leaders and camp counselors.

50 Metal-Spinning Projects

By James E. Reagan and Earl E. Smith. The Bruce Publishing Company, Milwaukee. \$1.75.

THIS BOOK is intended for use in connection with *Metal Spinning*, by Reagan and Smith, which contains detailed information on the spinning process. The projects described and illustrated are varied enough to suit the taste and experience of both the beginner and the skilled spinner. Additional variety has been given by the use of different metals, and there are projects of copper, brass, pewter, aluminum, and Galvalloy. Information is given on the decoration of many of the articles with plastics—the new material which is gaining such popularity in the industrial world. One full chapter has been devoted to this subject.

The Model Aircraft Handbook

By William Winter. Thomas Y. Crowell Company, New York. \$2.00.

THOUGH THIS BOOK contains more than one hundred drawings, it is not merely a collection of plans with a few instructions, for Mr. Winter tells in detail how to do the things which stump most builders and how to do well all the procedures described. He covers each procedure point by point and tells why certain things should be done. The appendix contains a series of three-view plans of famous models.

Health in Schools

Twentieth Yearbook. American Association of School Administrators, 1201 Sixteenth Street, Northwest, Washington, D. C. \$2.00.

IN ITS CONSIDERATION of health for school children, the Commission on Health in Schools has stressed the importance of recreation in a chapter entitled "Health Aspects of Physical Education and Recreation." "Perhaps presentday educational interest in recreation," states the chapter, "is due to an increased recognition of the responsibility of education to equip pupils with interests, attitudes, and skills useful in living as contrasted with making a living."

Rhythmic Swimming.

By Katharine Whitney Curtis, B.S., M.A. Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota. \$2.25.

Many books, Miss Curtis points out, have been written on methods and techniques of teaching swimming, but there is need for a source book of material adaptable for use in a swimming program which will serve those interested in the grace and rhythm of swimming. All of the material in this book has been tried out and developed during twenty years of experience in a wide variety of programs which ranged from informal meets and splash parties to elaborate pageants. There are stunts, routines, races and games, and five completed water pageants. There is also a wealth of material on suggested water pageant plots. One section is devoted to sea mythology.

The Photographer's Rule Book.

By Larry June. The Macmillan Company, New York. \$1.25.

This book is designed for the use of people who enjoy having a pictorial record of their lives and doings from the cradle on. Its purpose is to tell you how to obtain better pictures with the camera you have—and it may be a very inexpensive one—rather than to offer a technical exposition of the means and methods of photography. The attractive illustrations in the book were all made with inexpensive cameras under everyday conditions.

Tennis.

By Helen Hull Jacobs. A. S. Barnes and Company, New York. \$1.00.

Miss Jacobs, one of our most popular tennis champions, has given us a clearly written and concise book on winning tennis. In it she analyzes the game on the basis of her own experience and sets up basic standards to follow. The book will be equally useful to the beginner or the accomplished expert.

The American Colorist.

By Faber Birren. The Crimson Press, Gorham Avenue, Westport, Connecticut. \$1.00.

The purpose of this book is to simplify the problems of color harmony and identification. Its primary purpose has been to serve the members of garden clubs and horticultural societies, but it will have effective application in many other fields including industries and arts. Modern principles of beauty have been clearly charted and described. These principles summarize the art of color and in simple terms offer suggestions for appealing floral and color arrangement. Over five hundred different hues, tints, shades, and tones are exhibited in a series of twelve charts.

Learn the Trees from Leaf Prints.

By David S. Marx. The Botanic Publishing Company, Cincinnati, Ohio. \$1.00.

This book contains 38 plates of prints of leaves of 194 trees. No descriptive matter accompanies the illustrations, which tell their own story.

Elementary Education of Adults.

By Ruth Kotinsky. American Association for Adult Education, New York. \$1.50.

In making this study Miss Kotinsky has a number of basic questions in mind. How adequate are the reading and writing, citizenship training, and Americanization programs originally devised? Does adult elementary education as now practiced constitute a first conscious step toward fuller living? Does citizenship education assure progress in the direction of democratic participation in common affairs? The findings of this study throw interesting light on some of these questions.

Camping, a Bibliography.

For the Camp Director, the Camp Counselor, and the Camp Library. Prepared by Harriet I. Carter, Readers' Bureau. Chicago Public Library, Chicago, Illinois. Single copies \$.40; 25 copies or more, \$.25 each.

Camp directors should find this booklet with its classified listing exceedingly helpful. Publications have been listed under such classifications as Woodcraft, First Aid, Indian Lore, Nature Study, Sports, Games and Amusements, Handicrafts, and other headings.

Bent Tubular Furniture.

By Chris Harold Groneman. The Bruce Publishing Company, Milwaukee. \$2.25.

The fundamental processes by which steel tubing is fashioned into furniture are described in this book, and directions are given for making fifty-one articles. A perspective sketch, a working drawing, necessary details, a photograph, and a bill of material with each design furnish a complete guide.

Adventures in Growing Up.

By Clifford Lee Brownell, Ph.D.; Jesse Feiring Williams, M.D., Sc.D.; Katherine M. Conrad, B.S.; Ruth Evans, A.M.; A. Abbott Kaplan, A.M.; Jeanie M. Pinckney, A.M.; and Dorothy N. Ruef, Ph.D. American Book Company, New York. \$1.60.

The purpose of this book, as stated by the authors, is to help in the establishment of healthful ideals and attitudes which will be of service to young men and women in charting their own course and in planning a program of healthful living for others. In a section entitled "Adventures in Safety" much attention is given to safety in bicycling and there are suggestions for safety precautions in enjoying the out of doors.

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